DOCUMENT RESUME

ED 380 615 CE 068 529

TITLE Facial Specialty. Teacher Edition. Cosmetology Series.

INSTITUTION Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE 91

NOTE 275p.; For related documents, see ED 323 397, ED 329 789, and CE 068 527-530.

AVAILABLE FROM Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. TI2260, $60; student edition, TI3260: $3).

PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Behavioral Objectives; Competency Based Education; *Cosmetology; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; Service Occupations; State Curriculum Guides; Student Evaluation; Teaching Guides; Vocational Education

IDENTIFIERS *Theatrical Makeup

ABSTRACT

This publication is one of a series of curriculum guides designed to direct and support instruction in vocational cosmetology programs in the State of Oklahoma. It contains seven units for the facial specialty: identifying enemies of the skin, using aromatherapy on the skin, giving facials without the aid of machines, giving facials with the aid of machines, recognizing the basic principles of stage makeup, applying stage makeup, and preparing for the State Board Exam. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, pretest, handouts, information sheets, supplements, transparency masters, activity sheets, assignment sheets, job sheets, practical tests, written tests, and answers to pretests, assignment sheets, and written test. Introductory material includes information on basic skills activities in the units. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 380 615

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

B. Frazier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE068529

BEST COPY AVAILABLE

CIMC

Teacher Edition

Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

92-008370

H 1260

Facial Specialty

Developed by the
Curriculum and Instructional Materials Center
for the Division of Trade and Industrial Education
Oklahoma Department of Vocational and Technical Education

92-008370

TI 1260

Copyright 1991
Oklahoma Department of Vocational and Technical Education
Curriculum and Instructional Materials Center

All rights reserved.

Printed in the United States of America by the
Oklahoma Department of Vocational and Technical Education
Stillwater, Oklahoma 74074-4364

This publication, or parts thereof, may not be reproduced in any form by photographic, electrostatic, mechanical, or other methods, for any use, including information storage and retrieval, without written permission from the publisher.

The Oklahoma Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, or qualified handicap.

Facial Specialty

TABLE OF CONTENTS

Unit		Page
Unit I	Identifying Enemies of the Skin	I-1
Unit II	Using Aromatherapy on the Skin	II-1
Unit III	Giving Facials Without the Aid of Machines	III-1
Unit IV	Giving Facials With the Aid of Machines	IV-1
Unit V	Recognizing the Basic Principles of Stage Make-up	V-1
Unit VI	Applying Stage Make-up	VI-1
Unit VII	Preparing for the State Board Examination	VII-1

FOREWORD

This publication is one of a series designed to direct and support instruction in an occupational area within vocational cosmetology programs in the State of Oklahoma. Teachers need quality instructional materials if they are expected to provide instruction for students in specialized service areas within the field of cosmetology. Great care was taken to include competencies that improve students in both the applied academics and higher-order thinking skills inherent within the cosmetology field.

Facial specialty services are definitely emerging as "an industry of the future" in cosmetology. Along with the financial opportunities open to a cosmetologist offering facial services, the very nature of the operation demands thorough preparation in chemistry and anatomy. Furthermore, higher-order thinking skills are absolutely required. For example, not only is there a myriad of facial care products now available on the market, but new ones are appearing on a daily basis. An individual providing facial services must be able to analyze the physical composition of skin and cross walk their knowledge of chemistry to select the appropriate skin care products. And, then, if there is a reaction to a product, a cosmetologist must be able to size up the situation and take appropriate measures immediately.

The competencies have been developed and validated by a committee of teachers and industry representatives in a series of meetings where their respective expertise was put to the test. Appreciation is expressed to the many individuals who contributed their valuable time and experience in the development of this important publication. Teachers will be more effective with the proper use of this material.

Ivan Armstrong, State Supervisor
Trade and Industrial Education
Oklahoma Department of Vocational
and Technical Education

PREFACE

The Oklahoma Department of Vocational and Technical Education recognized years ago the need to provide quality competency-based instructional materials for vocational education. The Curriculum and Instructional Materials Center was established to provide the necessary educational tools for instructors and students in Oklahoma, the United States and around the world. As a result of efforts by the early pioneers at CIMC, Oklahoma has received national recognition for curriculum development.

Students who pursue careers in cosmetology have amazing growth potential. Opportunities abound for those who take advantage of the fastest growing industry in the nation. Therefore, it was imperative that the Curriculum and Instructional Materials Center design curriculum to meet the changing role of the cosmetology profession.

This publication is one of a series of instructional materials prepared to assist the instructor and students in understanding the latest concepts and techniques of the instructional phase of the Cosmetology program. This publication has more information in an accessible form that can be used in the classroom and laboratory. It has basic skills that will be helpful to the instructor and the student.

The industry representatives who served on the Curriculum Advisory Committee helped keep the curriculum abreast of today's market trends, and they are to be commended for their efforts and input made to this project. We believe that this will have a positive influence on the cosmetology instructors and students throughout Oklahoma and the United States, and will promote professionalism in this very worth-while vocation.

Marilyn Kay Troupe
Curriculum Development Specialist
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and
Technical Education

ACKNOWLEDGEMENTS

The Curriculum and Instructional Materials Center (CIMC) would like to extend appreciation to those individuals who played important roles in the development of the *Facial Specialty* curriculum. The *Facial Specialty* curriculum was one of a seven part series of curriculum books that was developed for Cosmetology instructors and students. Any project as comprehensive and involved as Cosmetology required the contributions of a great number of people. We are thankful for the tremendous support we received.

Special recognition and gratitude goes to Jeanette Rogers Miller, the writer, who contributed her time, talent, and technical knowledge in determining the content of the publication. It should be noted here that Mrs. Miller wrote the *Basic Facialist* curriculum which won the VIM Outstanding Curriculum and Instructional Materials Award with Media Support. Dana Cole, Thomas Fields, and Perry Theole produced the video that accompanied the curriculum. Thank-you also goes to the administrators at Tri County Area Vocational and Technical School in Bartlesville, where Mrs. Miller is a Cosmetology Instructor, for their cooperation during the development of this project.

Thank-you also goes to Jennifer Benson, the model for the inside photos. Jennifer is a junior cosmetology student at Tri County AVTS.

A thank-you goes to Mrs. Ann Johnston for providing excellent editing procedures which insured conformity with CIMC format standards.

A special thank-you to the Industry Advisory Committee members in appreciation for their guidance during the development of this project. Industry Advisory Committee members present for the validation meeting included:

Tom Sollock
Bob Moore & Co.
Oklahoma City, Oklahoma

Annette Schreppel
Jane Phillips Medical Center
Beauty Salon
Bartlesville, Oklahoma

Kenneth Young
Paul's Beauty College II
Oklahoma City, Oklahoma

Stella Derrick
Stella's Salon
Muskogee, Oklahoma

Cherry D. Wieland, cosmetology instructor at Francis Tuttle AVTS, shared her experiences and knowledge as a facial operator instructor. Thank-you Cherry.

The Oklahoma Department of Vocational and Technical Education provided valuable support for this project. A special "thank-you" to

Dr. Roy Peters
State Director

Dr. Ann Benson
Assistant State Director

Dr. Charles Hopkins
Assistant State Director

Joyce Sawatsky
Trade and Industrial
District Supervisor

Ivan Armstrong
State Supervisor
Trade and Industrial Education

Marsha Daves
Trade and Industrial
District Supervisor

Without the close cooperation of the Curriculum and Instructional Materials Center and other Oklahoma Department of Vocational and Technical Education staff, this project would not have provided Oklahoma teachers with the quality curriculum materials that they have come to expect. Thank-you goes to

Dr. Brenda Stacy
Curriculum Coordinator

Dr. Lynna Ausburn
Development Coordinator

Tom Fields
Audio/Visual Specialist

A special "thank-you" goes to Rose Primeaux and the Communications Center staff for their expertise and patience. They were very valuable to the total production process of *Facial Specialty*.

Others involved in the development process deserve special thanks. Thank-you goes to Bob Davis and the Art Department. Their talent, creativity, professionalism, and the ability to transform ideas into reality is greatly appreciated. Noel Wilcoxson and the Printshop staff deserve a "thank-you" and a pat-on-the-back for a job well done.

Marilyn Kay Troupe
Curriculum Development Specialist

USE OF THIS PUBLICATION

INSTRUCTIONAL UNITS

Facial Specialty contains seven units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, pretest, handouts, information sheets, supplements, transparency masters, activity sheets, assignment sheets, job sheets, practical test, written test, and answers to pretest, assignment sheets, and written test, all of which are included in the instructor edition. The student workbook includes the objectives sheets, information sheets, supplements, transparency masters, activity sheets, assignment sheets, and job sheets. Pretest, practical tests, and written test may be duplicated for classroom use or additional copies may be purchased by calling 1-800-654-4502, in Oklahoma 1-800-522-5810, ext. 589.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated
  - — Supplies and equipment needed
  - — Amount of class time needed for demonstrations
  - — Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheets (White Pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives stating the performance necessary to reach the unit objective.

The unit objective states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can best be taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (Pink Pages) — **Instructor's Edition Only**

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Pretest Answers (Pink Pages) **Instructor's Edition only**

The answers to the pretest are given in this component only to the teacher.

Handouts (White Pages) — **Instructor's Edition Only**

Handouts are supplemental materials that is not testable or graded and is nice-to-know. Handouts provide the instructor with additional activities, fact sheets, art, controversial items, and extra practice sheets. They may also include items for the gifted or remedial student.

Pretests (Yellow Pages) **Instructor's Edition Only**

This component provides a pre-assessment of the knowledge that a student possesses prior to instruction. In individualized instruction, a student may challenge out of studying some or all of the cognitive objectives. In a group instructional setting, instructors may evaluate the knowledge that a group of students brings with them and determine where instruction should be emphasized.

Information Sheets (Green Pages)

The information sheets provide "must know" content essential for meeting the cognitive objectives on the knowledge and comprehension level of Bloom's taxonomy of educational objectives. The information sheets serve as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. It also may be used for coordination activities and advisory committees.

Students should read the information sheets before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

The information sheets may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. ***Notes*** are short verbal additions to the information sheet or procedural outline that provide nice-to-know and decision-making information. A note may tell the student what to watch for or consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. Cautions are advisories that tell the student how to avoid causing minor personal injury or equipment damage. Warnings are advisories that tell the student to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Supplements (Green Pages)

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or job sheets. While supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Assignment sheets are intended to provide students with practice in exercising higher-order thinking skills. Often, assignment sheets will contain case studies or story problems or other situations in which the student must analyze the circumstances and determine correct responses. Assignment sheets may be given to the students for completion in class or for homework. Answer sheets are provided.

Transparency Masters (White Pages)

Transparency masters provide information in a special way. The students may see as well as hear the materials being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information or assignment sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Activity Sheets (Tan Pages)

The purpose of activity sheets is to provide activities which support several objectives. Activity sheets vary greatly in their number and design from unit to unit. Some activity sheets deal with the student's attitudes and beliefs. These may ask rather personal questions and are only intended for each student's personal use. Some activity sheets may require the student to monitor his or her own actions or other personal variables over a period of time. Answer sheets may or may not be included. Activity sheet answers are on pink pages in the instructor's edition.

Assignment Sheets (Tan Pages)

Assignment sheets provide students with information and exercises to problems that address learning levels at or above the application level of Bloom's taxonomy. Assignment sheets provide written exercises for instruction and practice of a specific objective. The introduction to the assignment sheet explains how the assignment sheet relates to the subject area and unit objectives and may provide instructional information or refer students to another component for such information.

Assignment sheets are intended to provide students with practice in exercising higher-order thinking skills. Often, assignment sheets will contain case studies or story problems or other situations in which the student must analyze the circumstances and determine correct responses. Assignment sheets may be given to the students for completion in class or for homework. Answer sheets are provided.

Job Sheets (Blue Pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustration are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlined in each job sheet. Further more, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Practical Tests (Yellow Pages) **Instructor's Edition only**

The practical tests are designed to assist the instructor in the evaluation of the psychomotor activities (job sheets). The practical test provides instructors with a valid mechanism for determining a student's level of ability in performing the procedure stated on the job sheet.

Written Test (Yellow Pages) **Instructor's Edition only**

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper-pencil and performance objectives must be evaluated. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

The test may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered.

The acceptable response on a unit test, eighty-five (85) percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the "paper-pencil" score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Assignment Sheets and Written Tests (Pink Pages) **Instructor's Edition only**

These components are designed to assist the instructor in evaluation of student performance. They are available in the teacher's edition only.

PAGE NUMBERING

Each publication for the Curriculum and Instructional Materials Center is usually assigned a specific abbreviation. *Facial Specialty* has not been abbreviated. Each unit will be recognized by the unit number in roman numerals. Each unit in the publication begins with page 1. Each page number gives the component name, Book title, unit number and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the objective sheet in Applying Stage Make-up, which is Unit VI, would look like this:

OBJECTIVE SHEET - Facial Specialty
VI - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain objective sheets, information sheets, transparency masters, assignment sheets and job sheets. Pretest, practical tests, and written tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit by deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

COMPETENCY PROFILES

A competency profile is available for each CIMC publication. Competency profiles document student performance. The profile contains a list of the specific job competencies that a student should achieve before leaving the training program. Profiles should be distributed to students as required.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

BASIC SKILLS IN CIMC MATERIALS

Preparing students to enter successfully into today's world of work offers vocational education a substantial challenge. The contemporary workplace is characterized by constant and rapid technological change and by increasing job complexity and skill intensity. Due to rapid technological advancement, the half-life of work skills is now reduced to a bare three to five years. Out of this new workplace environment has arisen a growing awareness of the critical importance of an American workforce armed with the skills necessary to survive in a competitive economy.

One result of this national awareness has been the emergence of a renewed emphasis on basic academic skills in all areas of education. Pressure to increase academic skill development is being placed on education by both legislative action and industry mandate. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 sets stringent basic skill requirements for vocational education. State legislatures are increasingly requiring basic skills accountability by teachers and school administrators. Graduation exams, minimum competency requirements, and expected learner outcomes are being implemented with increasing frequency. In addition, business and industry are delivering the message clearly to educators that vocational competence now requires increased strength in the basic skills.

The issue of the basic skills currently required in the work place was very successfully addressed in a recent national three-year study conducted jointly by the American Society of Training and Development (ASTD) and the U.S. Department of Labor (DOL). The findings of this study were published in 1990 in the book, *Workplace Basics: The Essential Skills Employers Want.*

The ASTD/DOL research indicates clearly that American employers have discovered that their workforces need a variety of skills that include, but are not limited to, the classic academic trio of reading, writing, and computation. Employers now are also looking for competence in areas such as "learning to learn," problem solving and critical thinking, interpersonal and teamwork skills, oral communication and listening techniques, and the social and personal management skills that demonstrate a capacity for independence and responsibility in on-the-job performance.

It is clear that the requirements of today's business and industry have expanded and re-defined "workplace basics." It is in line with the re-definition and with the competency requirements of current education legislation, that the Oklahoma Department of Vocational and Technical Education has chosen to address "basic skills" in the instructional materials produced by its Curriculum and Instructional Materials Center.

It is not a new development for CIMC materials to contain information and activities which develop basic skills competencies in students undertaking vocational programs. What is new is the specific marking, or flagging, of items in our instruction materials that address basic skills.

To assist teachers and students in identifying activities which promote basic skills development, CIMC has implemented a marking system which uses simple graphic symbols or icons. These icons are located in the left margins of assignment sheets, activity sheets, and job sheets. The following is an explanation of the icons and the kinds of basic skill activities they indicate.

1. **READING SKILLS:** Skills involving use of print resource material for obtaining and applying information.

Current vocational education literature indicates that functional literacy as a workplace basic needs to be defined in terms of reading competencies actually required for job performance. The activities identified with this icon addressing reading skills in CIMC materials deal specifically with developing reading skills in an applied, job-related context. These range from general information-gathering activities to tasks requiring use of specific technical reference materials. Many contain a "learning to learn" aspect which promotes engaging actively and purposefully in vocationally relevant inquiry.

2. **WRITING SKILLS:** Skills involving written communication of processes, information, or ideas.

Tasks identified with this icon promote development of skills in written communications. As with reading skills, the writing skills emphasized in CIMC materials have a vocational context. They include filling out forms, keeping work activity records, writing simple memos and letters, generating more complex reports and articles, and written expression of ideas and concepts related to vocational performance or exploration.

3. **MATHEMATICS SKILLS:** Skills involving computation, calculation, and interpretation of numerical data.

This icon identifies activities which develop vocationally-related skills in computation, measurement and estimation, selection and application of appropriate mathematical processes, and collecting, displaying, or interpreting data.

4. **SCIENCE SKILLS:** Skills involving mastery and application of scientific information or theory.

This icon marks activities which are related to the development of skills in either the physical or biological sciences. These skills stress occupationally-related application of science and technology.

5. **ORAL COMMUNICATION SKILLS:** Skills involving speaking and listening.

Activities marked with this icon promote development of effective speaking and listening. They include practice in such areas as speaking techniques, word choice, non-verbal messages, use of communication media, and using active listening techniques. Many of these activities promote "learning to learn" skills in verbal inquiry.

6. **INTERPERSONAL OR RELATING SKILLS:** Skills involving working and getting along with others.

Activities which deal directly with skills in relating to others are marked with this icon. This includes areas such as multi-cultural awareness, group processes and dynamics, negotiation, dealing with conflict, cooperation and teamwork, values and attitudes, and leadership and motivation.

7. **CREATIVE THINKING AND PROBLEM SOLVING SKILLS:** Skills involving comprehending, applying, analyzing, and developing complex ideas and situations.

This icon identifies activities which stress development of higher-order thought processes such as problem identification and analysis, lateral thinking, evaluating alternatives, developing solutions, examining assumptions, and evaluating outcomes.

8. **EMPLOYABILITY SKILLS:** Skills involving choosing, obtaining, and succeeding in a career.

Activities marked with this icon relate to competencies required to obtain employment and develop a career. These competencies include specific occupational tasks. They also include items such as career analysis and selection, job searching, completing applications and resumes, interviewing, business etiquette, and personal management skills required for job-keeping and maturing in one's work. Examples of the later category include personal presentation, self-discipline, work accuracy, reliability, discretion, punctuality, handling stress, judgment, confidence, etc.

9. **SOCIAL STUDIES SKILLS:** Skills involving investigation and application of social concepts.

This icon marks activities which stress competencies in fields relating to human society and its distribution and relationships. This includes areas such as history, geography, demographics, current events, cross-cultural studies, consumer issues, environmental issues, and ethical concerns in science and technology.

Some activities in CIMC materials develop skills in more than one of the eight basic skill areas. In cases where the relative strengths of the skill elements are clearly discernable, the identification icon used is the one judged to be the primary, or strongest, element in the activity. For some activities, more than one icon is used, indicating equal strength of basic skills components in the activity.

The use of graphic icons to identify basic skills in CIMC instructional materials is the first in a series of steps designed to foster basic skills development in vocational students and accountability for vocational teachers. The Oklahoma Department of Vocational and Technical Education has developed a staged implementation strategy for integrating basic skills into CIMC materials. Additional basic skill elements in future CIMC publications will reflect the advancement of this staged implementation

Development Coordinator
Curriculum and Instructional
Materials Center
Oklahoma Department of Vocational
and Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

OBJECTIVE SHEET	**IDENTIFYING ENEMIES OF THE SKIN** I

INTRODUCTION

Society invests a great deal of money in finding a cure for aging skin. Companies advertise that their products will make the person who uses them look younger. The fact is that once the skin has been damaged and the aging process has begun, the damage cannot be reversed. We are all born with clear unblemished skin. What happens to our skin is a result of exposure to enemies of the skin.

UNIT OBJECTIVE

After completing this unit, the student should be able to identify the enemies of the skin. The student will demonstrate these competencies by completing an assignment sheet and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Basic Facialist.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with identifying the enemies of the skin to their correct definitions.
2. Describe the environmental enemies of the skin.
3. List non-environmental enemies of the skin.
4. Explain ways to retain healthy skin.
5. Evaluate environmental and non-environmental enemies of the skin. (Assignment Sheet 1)

SUGGESTED ACTIVITIES	IDENTIFY ENEMIES OF THE SKIN — I
PREPARATION	• Order materials to supplement the unit. **NOTE:** See suggested resources and unit references. • Study the specific objectives to determine those to be covered in lecture presentations. • Plan additional tasks to be covered in classroom presentations. • Guest speakers — Invite a dermatologist to speak to the class about the enemies of the skin. — Invite a skin care specialist to talk to the class about retaining healthy skin. **NOTE:** Provide guest speakers with unit objectives and information sheets before they meet with the class. • Arrange for the use of all audiovisual equipment that will be needed.
DELIVERY	**Objectives 1 through 3** • Ask the dermatologist to speak to the class about skin cancer and the dangers to the skin from its various enemies. • Use Handouts 1, 2, and 3. • Go over terms and definitions with the students to introduce them to the unit. • Have the students do a research paper on a specific enemy of the skin. • Have the students look at different skin types under a Wood's lamp to see the effects of skin enemies. Document what is observed about the skin and which of the enemies it might have been exposed to.

Objective 4

- Ask the skin care specialist to speak to the class about the importance of a daily skin care program.
- Have the students develop a personal skin care program.
- Discuss skin care products and their effect in retaining healthy skin.

APPLICATION

Objective 5

- Use Assignment Sheet 1.

EVALUATION

Pretest

- Pretest students
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Written test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Gerson, Joel. *Standard Textbook for Professional Estheticians.* Bronx, New York: Milady Publishing Corporation, 1980.
- *For Every Child Under the Sun.* New York: The Skin Cancer Foundation, 1986, revised 1988.

PRETEST ANSWERS

IDENTIFYING ENEMIES OF THE SKIN

I

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3
2	4, 5
3	6, 7, 8
4	9, 10, 11

ANSWER KEY

1. b
2. c
3. a
4. c
5. d
6. a
7. b
8. c
9. c
10. d
11. b

OBJECTIVE 5

Refer to answers to Assignment Sheet 1.

IDENTIFYING ENEMIES OF THE SKIN

I

By the time many children reach adulthood, they have already soaked up enough sunlight to grow their first skin cancer. No matter how hard adults work at protecting their skin, the sun damage they received in childhood cannot be undone. Unlike a tan, the harmful effects of ultraviolet radiation don't fade away at the end of the summer. They accumulate. Year after year after year.

Outdoor activities are an important part of childhood. Fresh air, exercise, companionship, and a oneness with nature are legacies of working and playing in the outdoors. Unfortunately, so are painful sunburns, premature aging of the skin and, sometimes, skin cancer. Most take the bad with the good, but it doesn't have to be that way.

Common *Myth*conceptions

With proper protection, children of all ages can enjoy the outdoors without sacrificing the health of their skin. Yet most adults don't teach children good sun protection practices because they themselves are not really convinced that sunlight is all that bad. To understand why sun protection for children is important requires unlearning several common myths.

Myth: Children need a strong dose of natural sunlight to maintain good health.

Fact: It is true that a small amount of sunlight has health benefits. Sunlight, for instance, helps make vitamin D in the skin. However, only a few minutes of sunlight a day are necessary for adequate formation of vitamin D. Besides, most scientists agree that alternate sources of vitamin D in fortified foods, such as dairy products, are just as effective.

Used with permission of The Skin Cancer Foundation, prepared by Sidney Hurwitz, M.D., Arthur Rhodes, M.D., and Henry Wiley III, M.D. Adapted from The Skin Cancer Foundation publication, "For Every Child Under the Sun," ©1986.

Myth: Skin cancer develops as part of the aging process, and you either get it or you don't.

Fact: The older you get, the more likely you are to get skin cancer. But evidence suggests that events occurring in childhood have a major influence on the development of skin cancer in adults. Besides, more and more people in their twenties and thirties are being treated for skin cancers, and occasionally, a teenager is affected.

Myth: In order for sunlight to cause skin cancer, you must get a sunburn.

Fact: People who sunburn are more likely to get skin cancer than those who do not, but sunlight damages the skin whether a sunburn occurs or not.

Myth: Sun damage is only temporary. The skin quickly repairs itself. By "resting" the skin between sun exposures, the damage is erased.

Fact: The skin can repair some of the superficial damage. That's why a sunburn lasts only a few days. But the underlying damage remains. Over the years, with each successive exposure to the sun, the damage accumulates. The results may not be apparent for 20 or 30 years.

Myth: A tanned child is a healthy child.

Fact: Most people like the look of a suntan. Appearances, however, can be deceiving. A tan is really a sign of injury to the skin. In an effort to protect itself from further damage, the skin cells produce a pigment called melanin, which darkens the skin. By the time a tan develops, permanent damage that will someday show up in the form of wrinkles, blotches, sagging tissue, and even skin cancer has already been done. So the term "healthy tan" is a contradiction in terms.

The Aging Skin

With the exception of birthmarks—moles and spots that some children are born with—infants have clear and unblemished skin. In the first few years of life, moles and freckles begin to form, with more appearing on the exposed parts of the body. With each year, especially in adolescence, new spots continue to appear. Some studies have shown that the number of moles and freckles produced by the skin in early life, particularly the first ten years, may be a critical factor in the development of the most life-threatening form of skin cancer, malignant melanoma.

By the age of 21, most young people show a few signs of sun damage on their skin. At age 40 virtually everyone has some wrinkling, blotching, drying and leathering of the skin. For hundreds of thousands of people in this country each year, precancerous growths and skin cancers are the final result of skin changes that began many years before.

Who Gets Skin Cancer

Although anyone can develop a skin cancer, some individuals are more susceptible than others. You should be especially careful about protecting your child from the harmful effects of the sun if he or she has one or more of the following risk factors:

- Fair skin and/or freckles
- Blond, red or light-brown hair
- Blue, green or gray eyes
- A tendency to burn easily and to tan little or not at all
- A tendency to burn before tanning
- A family history of skin cancer
- Residence in a warm, sunny climate
- Long periods of daily exposure or short periods of intense exposure
- A large number of moles

IDENTIFYING ENEMIES OF THE SKIN

A Lifetime Habit

The best time to prevent skin cancer is in childhood. Children should be taught good sun protection habits in the same way they are taught not to swallow poisons, not to run in front of an oncoming car, and not to play with matches.

An effective sun protection program goes beyond the occasional trip to the beach. The amount of sun damage your child gets depends on the time of day, time of year, and degree of protection. It does not depend on what he or she is doing. The only difference between sending your ten-year-old out to mow the lawn on a summer day and his spending the same time at the beach is that the lawn does not get mowed when he's at the beach!

Children need to learn to protect themselves whenever they're in the sun—while playing sports, doing chores, walking the dog, washing the car, waiting for the school bus, or anything else outside. All sunlight damage is undesirable, no matter where or how it occurs.

For All Who Care

From very early ages, children and young people spend a lot of time each week in the care of others besides their parents - at school, little league, camp, in a play group, day-care center, or scout troop. Everyone has a role to play—teachers, babysitters, coaches, recreation counselors, day-care personnel, grandparents, aunts, and uncles. The track coach worries about a sprained ankle, yet skin cancer is far worse. A total fitness program for young people needs to include sun protection. The simple steps that follow constitute a complete sun protection program that will guarantee a child's safety under the sun.

Used with permission of The Skin Cancer Foundation, prepared by Sidney Hurwitz, M.D., Arthur Rhodes, M.D., and Henry Wiley III, M.D. Adapted from The Skin Cancer Foundation publication, "For Every Child Under the Sun," ©1986.

Choosing a Sunscreen

Most people would be embarrassed to admit that they do not know exactly what a sunscreen does—whether it helps or hinders tanning, for example. Sunscreens, which come in cream or lotion form, contain invisible substances that prevent ultraviolet light from going into the skin. Drugstores, department stores, and many grocery stores sell a wide variety of brands—and you do not need a prescription. Nearly all sunscreens, once applied to the skin, are invisible. Only you know that you are wearing one.

Buy a sunscreen the same way you buy anything else. Shop for a good price and a product that you like using. The SPF (Sun Protection Factor) tells you how well one brand protects compared to another product (The higher the SPF number, the greater the protection). Factors such as how the sunscreen feels on the skin and how it smells are best judged by the wearer.

Using a Sunscreen

1. Choose a sunscreen with SPF 15 or more. Test the product first on a small patch of skin, preferably on the underside of the forearm, to see if any irritation occurs. Sunscreens differ in the types and concentrations of ingredients used. Choosing a sunscreen is the same as choosing the right brand of toothpaste or shampoo.

2. For young children, use a milky lotion or cream. These formulations are more soothing than clear lotions, which may contain alcohol, and it's easier to see where you have applied the sunscreen.

3. Apply carefully around the eyes, avoiding the upper and lower eyelids. Children tend to rub their eyes, and some sunscreen products can be irritating. If redness or irritation occurs, try a different formulation.

4. For teenagers with acne, consult your doctor for a sunscreen that won't cause the condition to flare up.

5. Use a sunscreen stick or lip balm for vulnerable areas such as the lips, scalp, nose and ears. For children who burn easily, zinc oxide may be used on these sensitive places.

6. Apply the sunscreen liberally on all uncovered areas, except the eyes. A little dab here and there is not sufficient. Don't forget to apply sunscreens under sheer clothing, especially if the clothing is likely to get wet—when the sun's rays can penetrate.

7. If possible, apply the sunscreen at least 15-30 minutes before going out. The extra time allows the active ingredients to sink into the skin. Reapply frequently and liberally—every 60 to 90 minutes is not too often.

8. Choose a water-resistant or waterproof product if your child is playing in the water or perspiring heavily. Reapply frequently. Towel-dry before reapplying, and avoid excessive rubbing of sensitive skin.

IDENTIFYING ENEMIES OF THE SKIN

I

The sun is the cause of at least 90% of all skin cancers. The most common types—basal cell and squamous cell carcinoma—have been linked to daily exposure to sunlight, year in and year out. Fair-skinned people who work outdoors or who regularly spend their leisure time in the sun are most often affected.

But the tendency to develop malignant melanoma has been associated with individuals who received painful, blistering sunburns as children or teenagers. The short, intense burst of sunlight young people get on the first warm days of summer and on short vacation trips to warmer climates are especially dangerous.

Certain large moles present at birth (congenital nevi) appear to indicate a slightly increased risk for malignant melanoma. The presence of unusual or atypical moles (dysplastic nevi) may also identify people at greater risk for melanoma. Unusual moles of this type are not readily apparent before adolescence. It may be wise to consult a specialist if your child was born with or develops any of these pigmented marks or moles.

Ten Steps to Sensible Sun Protection

1. **Keep infants and young children out of the sun** as much as possible during the first year of life. A bad burn in a small infant can be very serious.

2. **Watch the time.** The sun's rays are most intense between 10 a.m. and 2 p.m. (11 a.m. to 3 p.m. Daylight Savings Time). If your child is at high risk (fair skin with blond or red hair and light eyes), try to schedule gym classes, tennis lessons, or visits to the park for early morning or late afternoon, so that the child is inside when the sun's rays are strongest.

Used with permission of The Skin Cancer Foundation. prepared by Sidney Hurwitz, M.D., Arthur Rhodes, M.D., and Henry Wiley III, M.D. Adapted from The Skin Cancer Foundation publication, "For Every Child Under the Sun," ©1986.

Ten Steps to Sensible Sun Protection — continued

3. **Cover up your child** with a sun hat, long-sleeved shirt and long pants. Choose tightly woven fabrics and double layers when possible. For the newborn, a carriage with a hood is preferable to an upright stroller. With an infant or toddler, use a canopy stroller or get an umbrella attachment.

4. **Use a sunscreen.** Because sunscreens contain substances that filter out the damaging rays of the sun, they are an important element of the sun protection program. The higher the SPF (Sun Protection Factor), the greater the protection offered. The Skin Cancer Foundation recommends using products of SPF 15 or more. For children two years of age or younger, consult your physician. But remember, using a sunscreen should not be an excuse for overexposure to the sun. Sunscreens offer relative, not absolute protection.

5. **Beware of reflected light.** Many surfaces—sand, cement, snow—can reflect this harmful radiation. Merely sitting in the shade or under an umbrella does not guarantee protection. Be careful on cloudy days, too, when up to 80% of the sun's radiation reaches the ground.

6. **Be especially careful at certain altitudes and latitudes.** For every 1,000 feet above sea level, radiation increases 4 to 5 percent. And the closer you are to the equator, the stronger the sun's rays. Take special care if you live in or visit warmer climates.

7. **Avoid artificial tanning devices.** That includes tanning salons, booths, beds, reflectors, and lamps. Radiation from these light sources, whether ultraviolet A or ultraviolet B, can be dangerous, and the claim that they are "safer than the sun" is false. The use of tanning pills is not recommended either, as toxic side effects have been attributed to some of their ingredients.

8. **Don't mix sun with certain medications.** Photosensitivity—an adverse reaction to sunlight characterized by rash, redness, and/or swelling—can be a side effect of certain medications. Consult your physician or pharmacist before letting your child go out in the sun while under medication.

9. **Examine your child's skin regularly,** as well as your own. Watch for any new raised growth, itchy patches, non-healing sores, changes in moles, or new colored areas. Skin cancer is extremely rare in children, and uncommon in teenagers. However, concern for the health of their skin needs to be taught from the beginning.

10. **Set an example for your child.** The principles outlined here apply to people of all ages. Use these simple measures to protect your own skin, and it is more likely that your child will also adopt sensible sun care habits.

PRETEST

IDENTIFYING ENEMIES OF THE SKIN

I

NAME _____ SCORE _____

Match definitions to their terms by placing the correct letters in the blanks.

_____1. The most life-threatening form of skin cancer:

a. Carcinoma
b. Melanoma
c. Melanin
d. SPF

_____2. The aging rays of the sun:

a. SPF
b. Melanin
c. UVA
d. UVB

_____3. The pigment that protects the body from the ultra-violet rays of the sun:

a. Melanin
b. Melanoma
c. Sunscreen
d. Carcinoma

_____4. The worst environmental enemy of the skin:

a. Wind
b. Pollution
c. Sun
d. Friction

_____5. The environmental enemy that removes the natural oils of the skin and then dehydrates the epidermis:

a. Sun
b. Air pollution
c. Smoking
d. Wind

_____6. The non-environmental enemy that dilates the blood vessels in the skin:

a. Alcohol
b. Smoking
c. Drugs
d. Weight change

_____7. The non-environmental enemy that constricts the blood vessels in the skin depriving the skin of oxygen and nourishment:

a. Alcohol
b. Smoking
c. Weight change
d. Drugs

_____8. The non-environmental enemy that can cause dryness of the skin, acne, or rash due to allergic reactions:

a. Alcohol
b. Smoking
c. Drugs
d. Friction

_____9. This helps to flush out impurities in the body:

a. Sunscreen
b. Moisturizer
c. Water
d. Suntan lotion

_____10. This contributes to bags under the eyes and gives the skin a dull, sallow appearance:

a. Dehydration
b. Moisturizer
c. Water
d. Lack of rest

_____11. A skin care program should:

a. Contain lots of different products
b. Be easy to stick with
c. Be expensive
d. Be done once a week

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective.

OBJECTIVE 5 **Evaluate the environmental and non-environmental enemies of the skin.** SCORE _____

INFORMATION SHEET	IDENTIFYING ENEMIES OF THE SKIN I

OBJECTIVE 1

Match terms associated with identifying the enemies of the skin to their correct definitions.

- **Carcinoma** — Cancer; a malignant tumor of the skin
- **Melanin** — The pigment in the skin that protects the body from the ultra-violet rays of the sun

  NOTE: Melanin is a natural sunscreen because it absorbs the UVA and UVB rays of the sun.
- **Melanoma** — The most life-threatening form of skin cancer
- **SPF** — Sun Protection Factor; tells how long the sunscreen can protect the skin from damaging UV rays.

  NOTE: The higher the SPF number, the longer the protection
- **Sunscreen** — A lotion that resists the penetration of UV rays into the skin
- **UVA Rays** — The aging rays of the sun
- **UVB Rays** — The burning rays of the sun

OBJECTIVE 2

Describe the environmental enemies of the skin.

- **Sun** — The sun is the worst enemy of the skin. The ultraviolet rays of the sun penetrate to the basal layer of the skin. As the rays penetrate, they evaporate the moisture of the skin. As the skin dries out, it becomes wrinkled and leathery. The sun is also the cause of 90% of all skin cancers.

  NOTE: Tanning beds are as bad for the skin as the sun.
- **Wind** — Wind also dries out the skin causing wrinkles. The wind removes the natural oils of the skin and then dehydrates the epidermis. In the winter the cold wind chaps the skin.

  NOTE: Protection such as moisturizer should be worn all year to prevent skin irritation.

- **Air pollution** — Air pollution dehydrates and damages the skin. The chemicals from car exhaust and other pollutants cause a chemical reaction on the skin which evaporates the moisture.

OBJECTIVE 3 **List non-environmental enemies of the skin.**

- **Smoking** — Nicotine constricts the blood vessels in the skin which deprives the skin of much needed oxygen and nourishment. The effect of smoking is wrinkling and premature aging of the skin.

- **Alcohol** — Alcohol dilates the blood vessels in the skin which weakens the capillary walls. Alcohol also dehydrates the skin which leads to wrinkles, premature aging and couperose skin.

- **Friction** — Excessive pulling and rubbing of the skin can damage the elasticity of the skin which in turn causes wrinkles. Only gentle upward movements should be used to massage the skin.

- **Weight changes** — Gaining or losing weight within a short period of time can be a skin enemy. A sudden weight gain stretches the skin which damages the elasticity. Sudden weight loss leaves the skin saggy because the muscles do not have the time to tone up. Either of these sudden weight changes can cause wrinkling of the skin.

- **Drugs** — Certain drugs whether prescribed by a physician or not can cause skin irritation. They can cause dryness, acne, or a rash due to an allergic reactions.

OBJECTIVE 4 **Explain ways to retain healthy skin.**

- Use a sunscreen when in the sun. More than 70% of all skin damage is caused by everyday exposure to the sun. Sunscreens filter out the ultraviolet rays of the sun to protect the skin.

  NOTE: A person can still tan while using a sunscreen, however the tanning process is slower and healthier. An SPF of at least 15 is needed for proper protection.

- Moisturize the skin while it is damp. No matter what season it is, the skin needs to be protected from the environment. The skin also needs to have the moisture put back into it to keep it smooth and healthy.

- Drink lots of water. If a person becomes dehydrated, so does the skin. Water also helps to flush out impurities in the body. It is important to drink plenty of water especially when it is hot and a person is perspiring.

- Develop a skin care program. A person should develop a skin care program that is easy to stick to. Daily skin care leaves the face clean, smooth, and in condition. Proper skin care removes impurities from the skin and prevents wrinkling and premature aging.

- Eat a proper diet. A well balanced diet promotes the health of the whole body including the skin.

- Get plenty of rest. When a person is tired, skin condition suffers. Lack of sleep contributes to bags under the eyes and gives the skin a dull, sallow appearance.

ASSIGNMENT SHEET 1	IDENTIFYING ENEMIES OF THE SKIN	I

NAME _____ SCORE _____

OBJECTIVE 5

Evaluate environmental and non-environmental enemies of the skin.

Cognitive Activities Skills
- Evaluate alternatives
- Transfer knowledge/ training to new situations
- Draw conclusions

Part I

Jerome has been hired as a lifeguard at the local swimming pool. He will also be working in maintaining the pool. His new job will require that he spend five to six hours a day in the sun.

1. What is the biggest enemy of his skin on this job? _____

   _____

2. How could Jerome protect his skin under these conditions?

   _____

   _____

   _____

3. If Jerome continues to lifeguard in the years to come, what do you predict will happen to his skin if left uncared for?

   _____

   _____

   _____

   _____

   _____

Part II

Lisa is an active teenager who is constantly on the go. She is usually in too big a hurry to eat breakfast. She runs to catch the bus in rainy, windy or cold weather. Lately she has been smoking cigarettes and has spent a while each day in a tanning booth in order to be tan for her sister's wedding.

1. Name 3 enemies which will probably affect Lisa's skin.

   _____

   _____

   _____

2. Give 3 ways which Lisa could take better care of her skin.

   _____

   _____

   _____

3. Name 3 conditions of her skin in later years if she continues her present lifestyle.

   _____

   _____

   _____

ASSIGNMENT ANSWERS	IDENTIFYING ENEMIES OF THE SKIN I

ASSIGNMENT SHEET 1

Part I

1. Sun
2. Sunscreen, at least SPF 15
3. It may become dry, wrinkled, and leathery, possible skin cancer

Part II

1. Student should list 3 of these: Poor diet, wind, cold weather, tobacco, tanning booth
2. Student should list 3 of these: Good diet, moisturizer, quit smoking, not go to a tanning booth, develop a skin care program, get plenty of rest
3. Student should list 3 of these: Dry, wrinkled, leathery, premature aging

WRITTEN TEST	IDENTIFYING ENEMIES OF THE SKIN	I

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with identifying the enemies of the skin to their correct definitions. Write the correct letters in the blanks.

_____1. The most life-threatening form of skin cancer	a. Carcinoma
_____2. The aging rays of the sun	b. Melanin
_____3. A lotion that resists the penetration of the UV rays into the skin	c. Melanoma
_____4. Cancer; a malignant tumor of the skin	d. SPF
_____5. The pigment in the skin that protects the body from the ultra-violet rays of the sun	e. Sunscreen
_____6. The number that tells how long the sunscreen can protect the skin from the damaging UV rays	f. UVA rays
	g. UVB rays
	h. Friction
	i. Smoking
	j. Alcohol

OBJECTIVE 2

Describe the environmental enemies of the skin.

1. Sun _____

_____

_____

2. Wind _____

_____

_____

3. Air pollution _____

_____

_____

OBJECTIVE 3 **List five non-environmental enemies of the skin.**

1. _____
2. _____
3. _____
4. _____
5. _____

OBJECTIVE 4 **Explain ways to retain healthy skin.**

- Use a sunscreen when in the sun. _____

_____

_____

- Moisturize the skin. _____

_____

_____

- Drink lots of water. _____

_____

_____

- Develop a skin care program. _____

_____

_____

- Eat a proper diet. _____

_____

_____

- Get plenty of rest. _____

_____

_____

NOTICE The following Assignment Sheet is not part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 5 **Evaluate environmental and non-environmental enemies of the skin.** SCORE _____

WRITTEN TEST ANSWERS	IDENTIFYING ENEMIES OF THE SKIN — I

OBJECTIVE 1

1. c
2. f
3. e
4. a
5. b
6. d

OBJECTIVE 2

1. The worst enemy of the skin. The ultra-violet rays of the sun penetrate to the basal layer of the skin. As the rays penetrate, they evaporate the moisture of the skin. As the skin dries out, it becomes wrinkled and leathery. The sun is also the cause of 90% of all skin cancers.
2. Wind dries out the skin causing wrinkles. The wind removes the natural oils of the skin and then dehydrates the epidermis. In the winter the cold wind chaps the skin.
3. Air pollution dehydrates and damages the skin. The chemicals from car exhaust and other pollutants cause a chemical reaction on the skin, which evaporates the moisture.

OBJECTIVE 3

1. Smoking
2. Alcohol
3. Friction
4. Weight changes
5. Drugs

OBJECTIVE 4

- More than 70% of all skin damage is caused by everyday exposure to the sun. Sunscreens filter out the ultraviolet rays of the sun to protect the skin.
- No matter what season it is, the skin needs to be protected from the environment. The skin also needs to have the moisture put back into it to keep it smooth and healthy.
- If a person becomes dehydrated, so does the skin. Water also helps to flush out impurities in the body. It is important to drink plenty of water especially when it's hot and a person is perspiring.
- A person should develop a skin care program that is easy to stick to. Daily skin care leaves the face clean, smooth, and in condition. Proper skin care removes impurities from the skin and prevents wrinkling and premature aging.
- Eat a proper diet. A well balanced diet promotes the health of the whole body including the skin.

- Get plenty of rest. When a person is tired, skin condition suffers. Lack of sleep contributes to having bags under the eyes and gives the skin a dull, sallow appearance.

OBJECTIVES 5

Refer to answer to Assignment Sheet 1.

OBJECTIVE SHEET	**USING AROMATHERAPY ON THE SKIN** II

INTRODUCTION

Aromatherapy has been around for centuries. It was used in Egypt in the years before Christ. The essential oils of myrrh and frankincense are mentioned in the Bible as gifts given to Baby Jesus. In the 1920's aromatherapy got its name from Rene Maurice Gattefosse. Gattefosse was a chemist for a perfume company. He did a great deal of research into the effects that fragrances have on the body and mind.

UNIT OBJECTIVES

After completing this unit, the student should be able to apply the principles of aromatherapy. The student will demonstrate these competencies by completing a job sheet, practical test and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Basic Facialist.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with aromatherapy to their correct definitions.
2. Explain the uses of fragrances.
3. List psychological effects of fragrances.
4. Describe how to obtain aromatic essential oils.
5. List substances used in manufacturing fragrances.
6. Explain the practice of Thalassotherapy.
7. List the factors needed to create an environment suitable for massage.
8. Perform a massage using essential oils. (Job Sheet 1)

SUGGESTED ACTIVITIES	USING AROMATHERAPY ON THE SKIN — II

PREPARATION

- Order materials to supplement the unit.

  NOTE: See suggested resources and unit references.

- Study the specific objectives to determine those to be covered in lecture presentations.

- Plan additional tasks to be covered in classroom presentations.

- Guest speakers:

  — Have a person from a store that sells essential oils come and speak to the class about the oils and the availability of the oils.

  — Have an expert on aromatherapy come to speak to the class about the benefits of essential oils.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.

- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1 through 3

- Go over terms and definitions with the students to introduce them to the unit.

- Have an aromatherapy expert speak to the class and explain the uses of fragrances and the psychological effects of fragrances.

- Have the students massage essential oils with different psychological affects into the skin, and have them tell if the oils have that effect on them.

- Have the students make a chart of the essential oils and the psychological effects they have.

Objective 4 through 7

- Have a person who sells essential oils speak to the class about how essential oils are obtained and how the oils are manufactured.
- Have the students do a research paper on the manufacturing of essential oils.

APPLICATION

Objective 8

- Have the students give each other massages using essential oils.
- Have the students do Job Sheet 1.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate students on product evaluation.
- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.

- Assign review materials as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test results and explain the evaluator comments.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Davis, Patricia. *Aromatherapy AN A—Z.* Essex, England: The C.W. Daniel Company Limited, 1988.
- Gerson, Joel. *Standard Textbook for Professional Estheticians.* Bronx, New York: Milady Publishing Corporation, 1980.
- Lavabre, Marcel. *Aromatherapy Workbook.* Rochester, Vermont: Healing Arts Press, 1990.
- Tisserand, Robert B. *The Art of Aromatherapy.* Rochester, Vermont: Healing Arts Press, 1977.

PRETEST ANSWERS

USING AROMATHERAPY ON THE SKIN II

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3
2	4, 5, 6
3	7, 8
4	9, 10, 11, 12
5	13, 14, 15
6	16
7	17

ANSWER KEY

1. d
2. a
3. c
4. c
5. b
6. d
7. b
8. c
9. a
10. c
11. d
12. b
13. c
14. a
15. b
16. d
17. c

OBJECTIVE 7

Refer to Practical Test for Job Sheet 1.

COMMON ESSENTIAL OILS AND THEIR USES

Essential Oil	Uses
Bergamot	Relieves depression and anxiety, antispasmodic, relieves urinary tract infection, antiseptic, skin care, and acne treatment
Camomile	Calming, soothing, relieves depression, insomnia, irritability, dry sensitive skin, and is an anti-inflammatory, relieves fragile hair, eczema, and seborrhoea
Eucalyptus	Respiratory system, deodorant, antiseptic, decongestant, anti-viral, skin eruptions
Geranium	Antidepressant, antiseptic, stops bleeding, astringent, adrenal cortex stimulant, relieves anxiety and nervous tension, relieves oily inflamed skin
Lavender The universal oil	Analgesic, antidepressant, antiseptic, bactericide, decongestant, sedative, insect repellant, calming, soothing, balancing, rejuvenating, relieves eczema, acne, and reduces scars
Pine	Chest infections, expectorant, antiseptic, circulation, relieves emotional stress. Do not use as a massage.
Rosewood	Antibacterial, deodorant, relieves dry skin, dandruff and hair loss, mental fatigue and strain, sadness
Sandalwood	Wrinkles, dry skin, aphrodisiac, relaxant, urinary antiseptic, sedative
Yeang Yeang	Slow down over-rapid heartbeat and breathing, high blood pressure, balances sebum secretion, antidepressant, aphrodisiac, sedative, calming, relaxing, and relieves insomnia

USING AROMATHERAPY ON THE SKIN II

NAME _____ SCORE _____

Match definitions to their terms by placing the correct letters in the blanks.

_____1. The art and science of using essential plant oils in treatment:

a. Volatile
b. Absolute oil
c. Extraction
d. Aromatherapy

_____2. A substance that readily evaporates in the open air:

a. Volatile
b. Absolute oil
c. Extraction
d. Solvent

_____3. Essential oils that are obtained through enfleurage or solvent because their delicate perfumes are said to be:

a. Volatile
b. Extraction
c. Absolute
d. Aromatherapy

_____4. The most beneficial application of essential oils for the client:

a. Ingestion
b. Aroma bath
c. Massage
d. Inhalation

_____5. Helps to reduce swelling, inflammation, and relieves pain when used with essential oils:

a. Aroma bath
b. Compresses
c. Massage
d. Ingestion

_____6. Along with essential oils, this helps with problems concerning the respiratory tract:

a. Compress
b. Aroma bath
c. Ingestion
d. Inhalation

_____7. The psychological effect of fragrances that changes people from depression to contentment:

a. Health change
b. Mood change
c. Relaxation
d. Stimulation

_____8. The psychological effects of fragrances that reduce nervous tension in the client:

a. Health change
b. Mood change
c. Relaxation
d. Stimulation

_____9. The method of extracting essential oils by pressing the plant:

a. Pressure
b. Enfleurage
c. Maceration
d. Distillation

_____10. Plants are dipped in hot fat to extract the oils from them:

a. Pressure
b. Enfleurage
c. Maceration
d. Distillation

_____11. Oils are extracted by placing the plant in a large vat and passing steam through the plant:

a. Pressure
b. Enfleurage
c. Solvent extraction
d. Distillation

_____12. Plants are placed on frames with fat spread on them so the fat will absorb the oil:

a. Solvent extraction
b. Enfleurage
c. Maceration
d. Distillation

_____13. Examples of this substance used in manufacturing fragrances are caraway, poppy and almond:

a. Flower
b. Fruits
c. Seeds
d. Spices

_____14. Examples of this substance used in manufacturing fragrances are sage, nutmeg, and basil:

a. Spices
b. Flowers
c. Leaves
d. Bark

_____15. Examples of this substance used in manufacturing fragrances are rose, magnolia and lilac:

a. Spices
b. Flowers
c. Leaves
d. Fruit

_____16. The practice of using the nutrients found in ocean water plants for therapy:

a. Aquatherapy
b. Algeatherapy
c. Aromatherapy
d. Thalassotherapy

_____17. One is not a factor for creating a suitable environment for a facial:

a. Soft music
b. Monotone speaking
c. Bright lights
d. Talking only when necessary

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective.

OBJECTIVE 8 **Perform a massage using essential oils.** RATING _____

INFORMATION SHEET	USING AROMATHERAPY ON THE SKIN II

OBJECTIVE 1

Match terms associated with aromatherapy to their correct definitions.

- **Absolute oil** — Essential oils that are obtained through enfleurage or solvent extraction because of their delicate perfume

  EXAMPLE: Rose oil

- **Aromatherapy** — The art and science of using essential plant oils in treatment
- **Essential oils** — Highly aromatic substances made by plants and extracted by distillation
- **Extraction** — To remove or separate
- **Solvent** — A substance capable of dissolving one or more other substances
- **Volatile** — A substance that readily evaporates in the open air

OBJECTIVE 2

Explain the uses of fragrances.

- **Massage** — Most beneficial for the client because essential oils work through the skin to relieve muscle tension and promote the effect the oils have on the skin.
- **Aroma baths** — Baths can be used to relax, relieve tension, relieve sore and tired muscles, and relieve skin conditions.

  NOTE: To prepare the bath, use water that is comfortably hot for the client and add approximately 6 drops of essential oils to the bath. Stir the water to distribute the oils throughout the bath.

CAUTION

Clients with sensitive skin may be irritated by some essential oils. Test diluted oils on the inner fold of the elbow to test for skin irritation.

- **Compress** — Hot or cold compresses soaked in essential oils diluted in water help to reduce swelling, inflammation and relieve pain. Cold compresses can help to bring down fever in the client.

- **Ingestion** — Certain oils can be ingested. The oils go throughout the body and stop at various body organs such as the liver, kidneys and skin. Garlic oil is an example of an essential oil that may be ingested.

- **Inhalation** — Inhalation of essential oil fumes has a beneficial effect on the body. Problems concerning the respiratory tract can be helped by inhaling the fumes. To make an inhalation mixture, put 3 or 4 drops of oil in a bowl of water that is steaming.

CAUTION

Essential oils can build up over a period of time and poison a client. Before you use any essential oil, research the effects of the oil.

OBJECTIVE 3 **List psychological effects of fragrances.**

- **Mood changes** — With fragrances, the client's mood can change from sadness to joy, depression to contentment.

- **Relaxation** — Certain fragrances serve to relax the client by reducing nervous tension.

- **Stimulation** — Particular fragrances can be used to stimulate the client's mind as well as the body.

- **Health changes** — Because the mind can affect the body, fragrances can affect our health. Fragrances that smell bad can make us feel sick in the same way that fragrances that smell pleasant can make us feel healthy.

OBJECTIVE 4 **Describe how to obtain aromatic essential oils.**

- **Distillation** — Oils are extracted from the plant by placing the plant into a large vat and passing steam through the plant.

- **Solvent extraction** — A solvent such as alcohol or ether is used to wash the plant. This removes the oils which are then separated from the solvent.

- **Pressure** — Essential oils are removed from the plant by pressing the plant. This is generally used with citrus fruit.

- **Enfleurage** — Plants are placed on frames with fat spread on them so that the fat will absorb the oils.

- **Maceration** — Plants are dipped in hot fat to extract the oils from them.

OBJECTIVE 5 **List substances used in manufacturing fragrances.**

- **Animal oils** — Oils from certain animals are used in fragrances to stabilize them.

  EXAMPLE: Musk oil from beavers or muskrats

- **Bark** — Plant and tree bark is used in fragrances.

  EXAMPLE: Cinnamon

- **Flowers** — The flowers from plants such as roses, magnolia and lilac are used to manufacture fragrances.

- **Fruits** — Fruits such as strawberries and peaches are used in fragrances.

- **Leaves** — Bay leaves are an example of leaves that are used to manufacture fragrances.

  NOTE: Chlorophyll found in the leaves of plants is used to reduce swelling and tissue damage.

- **Seeds** — Seeds such as poppy, caraway, and almond are used for fragrances.

- **Spices** — Spices such as sage, nutmeg, and basil are used in fragrances.

- **Woods** — Woods in fragrances are cedarwood and sandalwood.

OBJECTIVE 6 **Explain the practice of Thalassotherapy.**

Thalassotherapy is the practice of using the nutrients found in ocean water plants on the skin to make the skin healthier or correct skin problems.

NOTE: The nutrients needed by the human body are present in ocean water. Seaweed or algae that store the nutrients from the ocean water are used directly on the skin.

OBJECTIVE 7

List the factors needed to create an environment suitable for massage.

- Soft music — Quiet instrumental music can create a relaxing environment for the client.
- Talk only when necessary — Constant talking disturbs the client's relaxing.
- Speak with a monotone voice — If you must talk, talk with a soft voice in a relaxing tone.
- Soft lighting — If you can control the lighting in the massage area, dim the lights or use a lower wattage of bulb.

JOB SHEET 1	USING AROMATHERAPY ON THE SKIN	II

OBJECTIVE 8

Perform a massage using essential oils.

INTRODUCTION

Giving a massage with essential oils is both relaxing to the client and gives the client healthier skin.

IMPLEMENTS AND EQUIPMENT

- Shop gown
- Towels
- Reclining chair

SUPPLIES

- Vegetable oil (such as almond oil or safflower oil)
- Essential oil (one that is designed for a particular effect — see chart)
- Neck strip

PROCEDURES

1. Gather the materials needed.

General Relating Skills
- Interact with clients/customers

2. Sanitize hands.

3. Greet the client. Have the client change into the shop gown and remove all jewelry.

4. Seat the client in the reclining chair and drape the client's hair with the neck strip and a towel.

Job Acquisition/ Development Skills
- Master special job task/procedure
- Deal effectively with customers/clients

5. Have the client lay face down on the reclining chair with his/her arms at his/her side. Slide the shop gown halfway down the back.

FIGURE 1

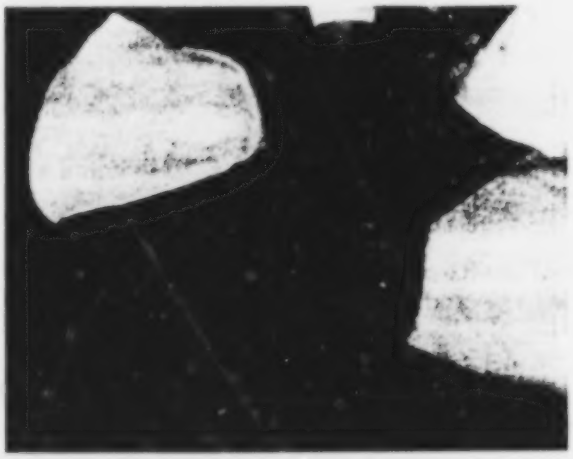
6. Place a towel around the lowered collar of the gown. This is to keep the oils from getting on the gown.

7. Sanitize hands.

8. Mix 12-14 oz. of vegetable oil with ¼ oz. of the essential oil in a bowl.

9. Massage the oils into the neck, shoulders and back of the client. Use upward and outward movements.

FIGURE 2



10. Massage for 5 to 15 minutes.

11. Take a warm damp towel and remove any excess oils left on the skin.

12. Slide the shop gown back up and allow your client to change back into his/her street clothes.

13. Sanitize implements, equipment and hands.

14. Sanitize work area.

15. Have instructor evaluate your work.

PRACTICAL TEST 1	USING AROMATHERAPY ON THE SKIN	II

JOB SHEET 1

Perform a massage using essential oils.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered tools, equipment, and supplies.	_____	_____
2. Had client change into shop gown.	_____	_____
3. Draped hair of client.	_____	_____
4. Had client lay face down, slide gown down.	_____	_____
5. Put towel around collar of gown.	_____	_____
6. Sanitized hands.	_____	_____
7. Mixed essential oils.	_____	_____
8. Massaged oils into neck, back, and shoulders.	_____	_____
9. Massaged for 5-15 minutes.	_____	_____
10. Removed any excess oils.	_____	_____
11. Slid shop gown back up.	_____	_____
12. Sanitized implements, equipment and hands.	_____	_____
13. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATORS COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criteria must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Used appropriate oils for the massage	4	3	2	1
Relaxed client	4	3	2	1

EVALUATORS COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled — Can perform job with no additional training
3 - Moderately skilled — Has performed job during training program; limited additional training may be required
2 - Limited skill — Has performed job during training program; additional training is required to develop skill
1 - Unskilled — Is familiar with process, but is unable to perform job

WRITTEN TEST

USING AROMATHERAPY ON THE SKIN II

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with aromatherapy to their correct definitions. Write the correct letters in the blanks.

_____1. Highly aromatic substances made by plants and extracted by distillation	a. Absolute oil
_____2. To remove or separate	b. Aromatherapy
_____3. The art and science of using essential plant oils in treatment	c. Essential oils
_____4. A substance capable of dissolving one or more other substances	d. Extraction
_____5. A substance that readily evaporates in the open air	e. Solvent
	f. Volatile
	g. Inhalation

OBJECTIVE 2

Explain the uses of fragrances.

- Massage _____
- Aroma bathes _____
- Compress _____
- Ingestion _____
- Inhalation _____

OBJECTIVE 3 **List four psychological effects of fragrances.**

- _____
- _____
- _____
- _____

OBJECTIVE 4 **Describe how to obtain aromatic essential oils.**

- Distillation _____

  _____
- Solvent extraction _____

  _____
- Pressure _____

  _____
- Enfleurage _____

  _____
- Maceration _____

  _____

OBJECTIVE 5 **List six substances used in manufacturing fragrances.**

- _____
- _____
- _____
- _____
- _____
- _____

OBJECTIVE 6 **Explain the practice of Thalassotherapy.**

_____

_____

_____

_____

_____

OBJECTIVE 7 **List the factors needed to create an environment suitable for massages.**

- _____
- _____
- _____
- _____

NOTICE The following job sheet is not part of the written test. If this activity has not been completed, check with your instructor.

OBJECTIVE 7 **Perform a massage using essential oils.** RATING _____

WRITTEN TEST ANSWERS	USING AROMATHERAPY ON THE SKIN II

OBJECTIVE 1

1. c
2. d
3. b
4. e
5. f

OBJECTIVE 2

- Massage — Most beneficial for the client because essential oils work through the skin to relieve muscle tension and promote the effect the oils have on the skin.
- Aroma bath — Baths can be used to relax, relieve tension, relieve sore and tired muscles, and relieve skin conditions.
- Compress — Hot or cold compresses soaked in essential oils diluted in water help to reduce swelling, inflammation and relieve pain. Cold compresses can help to bring down fever in the client.
- Ingestion — Certain oils which can be ingested go throughout the body and stop at various body organs such as the liver, kidneys, and skin.
- Inhalation — Inhalation of essential oil fumes has a beneficial effect on the body. Problems concerning the respiratory tract can be helped by inhaling the fumes.

OBJECTIVE 3

- Mood changes
- Relaxation
- Stimulation
- Health changes

OBJECTIVE 4

- Distillation — Place the plant into a large vat and pass steam through the plant.
- Solvent extraction — A solvent such as alcohol or ether is used to wash the plant and the oils are separated from the solvent.
- Pressure — Plants are pressed to extract the oils.
- Enfleurage — Plants are placed on frames with fat spread on them so that the fat will absorb the oils.

- Maceration — Plants are dipped in hot fat to extract the oils from them.

OBJECTIVE 5

- Animal oils
- Bark
- Flowers
- Fruits
- Leaves
- Seeds
- Spices
- Woods

OBJECTIVE 6

Thalassotherapy is the practice of using the nutrients found in ocean water plants on the skin to make the skin healthier or correct skin problems.

OBJECTIVE 7

- Soft music
- Talk only when necessary
- Speak with a monotone voice
- Soft lighting

OBJECTIVE 8

Refer to Practical Test for Job Sheet 1.

OBJECTIVE SHEET

GIVING FACIALS WITHOUT THE AID OF MACHINES

III

INTRODUCTION

There are many reasons why a client may prefer a facial without the aid of a machine. If the skin is mature, blemished or couperose, machines may further damage the skin. This unit deals with those special instances.

UNIT OBJECTIVES

After completing this unit, the student should be able to give facial services without the aid of machines. The student will demonstrate these competencies by completing job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Basic Facialist.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with giving facials without the aid of machines to their correct definitions.
2. List steps for giving a facial on mature skin.
3. Arrange in order the steps in giving a facial on problem, blemished skin.
4. Discuss the three points a client should know when getting a facial for special blemish conditions.
5. Describe the special considerations for giving a facial on couperose skin.
6. Select from a list the steps for performing disincrustation procedures.
7. Demonstrate the ability to:
   a. Perform a facial on mature skin. (Job Sheet 1)
   b. Perform a facial on problem, blemished skin. (Job Sheet 2)
   c. Perform a facial on couperose skin. (Job Sheet 3)
   d. Perform disincrustation procedures. (Job Sheet 4)

SUGGESTED ACTIVITIES	GIVING FACIALS WITHOUT THE AID OF MACHINES III

PREPARATION

- Order materials to supplement the unit.

  NOTE: See suggested resources and unit references.

- Study the specific objectives to determine those to be covered in lecture presentations.

- Plan additional tasks to be covered in classroom presentations.

- Guest speakers

  — Invite a dermatologist to speak to the class.

  — Ask a skin care consultant to come to the class to demonstrate a good skin care routine.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.

- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Go over terms and definitions with the students to introduce them to the unit.

- Make flash cards with terms and definitions and have the students match them up.

Objectives 2 and 3

- Demonstrate a facial on mature skin.

- Demonstrate a facial on problem blemished skin.

- Have a skin care consultant speak to the class about the importance of a facial for mature skin and problem, blemished skin.

Objectives 4, 5, and 6

- Have a dermatologist speak to the class on the importance of skin care for special acne conditions.
- Have a dermatologist speak to the class about couperose skin and the procedures of correcting couperose skin.
- Have the students mix up a disincrustation lotion.
- Have the students perform disincrustation procedures on each other.

APPLICATION

Objective 7

- Have the students do Job Sheets 1 through 4.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical tests are used with the job sheets.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate students on product evaluation.
- Rate students on the criteria listed.

- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review materials as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test results, and explain the evaluator comments.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*. Second edition. St. Paul, Minnesota. West Publishing Company, 1986.
- Gerson, Joel. *Standard Textbook for Professional Estheticians*. Bronx, New York: Milady Publishing Corp., 1980.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corp., 1988.

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3, 4, 5
2	6, 7, 8
3	9, 10
4	11
5	12
6	13

ANSWER KEY

1. c
2. b
3. b
4. b
5. d
6. b
7. c
8. c
9. a
10. d
11. c
12. a
13. b

OBJECTIVE 7

Refer to Practical Test for Job Sheets 1 through 4.

GIVING FACIALS WITHOUT THE AID OF MACHINES

NAME _____ SCORE _____

OBJECTIVE 1

Match definitions to their terms by placing the correct letters in the blanks.

_____1. The skin characterized by the presence of wrinkles, dryness and lack of elasticity:

a. Blemished skin
b. Couperose skin
c. Mature skin
d. Problem blemished skin

_____2. The skin characterized by the presence of broken capillaries:

a. Blemished skin
b. Couperose skin
c. Mature skin
d. Problem blemished skin

_____3. A substance that absorbs moisture or promotes moisture retention:

a. Astringent
b. Humectant
c. Massage cream
d. Treatment cream

_____4. Softening and dissolving oil deposits and blackheads in the skin is called:

a. Astringent
b. Disincrustation
c. Humectant
d. Skin freshener

_____5. The lubricant for dry skin that is slightly absorbed by the skin is called:

a. Astringent
b. Humectant
c. Massage cream
d. Treatment cream

_____6. To remove traces of cleanser from the skin when giving a facial on mature skin, use:

a. Disincrustation
b. Skin freshener
c. Alcohol
d. Hydrogen peroxide

_____7. The manipulation for a facial on mature skin should be done with:

a. Humectant
b. Treatment cream
c. Massage cream
d. Cleansing cream

_____8. The facial mask used on mature skin is designed for:

a. Oily skin
b. Combination skin
c. Dry skin
d. Blemished skin

_____9. What type of massage should be used on problem blemished skin:

a. Gentle
b. Vigorous
c. Brisk
d. Extensive

_____10. What type of moisturizer should be used on problem blemished skin:

a. Heavy
b. Oily
c. Penetration
d. Light

_____11. When giving a facial for special acne conditions, the clients should be told:

a. They look great.
b. Their skin will not break out.
c. The skin will get worse before it gets better.
d. They should clean their faces once a week.

_____12. Stimulation of couperose skin:

a. Worsens the problem
b. Has no effect
c. Helps the problem
d. Makes the problem go away

_____13. To make a disincrustation solution, you mix:

a. 1 pint water to 1 pint baking soda
b. 1 pint water to 1 oz baking soda
c. 8 oz water to 1 pint baking soda
d. 8 oz water to 8 oz baking soda

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective.

OBJECTIVE 7 Demonstrate the ability to:

a. **Perform a facial on mature skin.** RATING _____

b. **Perform a facial on problem, blemished skin.** RATING _____

c. **Perform a facial on couperose skin.** RATING _____

d. **Perform disincrustation procedures.** RATING _____

INFORMATION SHEET	GIVING FACIALS WITHOUT THE AID OF MACHINES III

OBJECTIVE 1

Match terms associated with giving facials without the aid of machines to their correct definitions.

- **Astringent** — Lotion used on the skin to close the pores
- **Blemished skin** — Skin characterized by the presence of comedones and pimples that contain pus
- **Couperose skin** — Skin characterized by the presence of broken capillaries usually found around the nose and cheek area
- **Disincrustation** — softening and dissolving oil deposits and blackheads in the skin
- **Humectant** — A substance that absorbs moisture or promotes moisture retention
- **Massage cream** — Lubricates the skin for massage manipulations
- **Mature skin** — Skin characterized by the presence of wrinkles, dryness, and lack of elasticity
- **Skin freshener** — Removes all traces of cream left on the skin; recommended for dry skin
- **Treatment cream** — Lubricates dry skin and is slightly absorbed by the skin

OBJECTIVE 2

List steps for giving a facial on mature skin.

Because mature skin lacks elasticity and moisture, it must be treated with care. Any friction on the skin can cause irreversible damage.

Steps to giving a facial on mature skin

1. Prepare the client and the work area for a facial service. Gather materials and drape the client for a facial service or have the client change into a shop gown. Wash your hands.

2. Dot cleanser on the face and massage the cleanser into the skin.

3. Using a damp cloth, remove all the cleanser from the skin.

4. Remove any traces of the cleanser from the skin with a skin freshener.

5. Analyze the skin with a magnifying lamp or Wood's lamp to determine the needs of the skin.

6. Wrap the face with a warm damp towel for a minute or two.

   NOTE: This will help to loosen the dead skin cells without damaging the skin.

7. Apply a massage cream to the skin and massage the cream into the skin using the facial manipulations.

   CAUTION

   Do not pull the skin or stretch it. Gently massage the face.

8. Remove the massage cream with a damp cloth or a facial tissue.

9. Apply a treatment cream to the skin and massage it in.

10. Remove any excess treatment cream from the skin with a facial tissue.

11. Apply a facial mask designed for dry skin. Leave the mask on the face for approximately 10 to 15 minutes.

12. Take a warm damp towel and wrap the face with it. Leave the towel for a few minutes to loosen the facial mask. When the mask softens, gently wipe the mask from the face.

13. Apply a skin freshener to the skin to remove any excess mask from the skin.

14. Apply a humectant or moisturizer to the skin while it is still damp.

15. Undrape the client or have the client change back into his/her regular clothes. Clean up your work area.

OBJECTIVE 3

Arrange in order the steps in giving a facial on problem, blemished skin.

1. Gather supplies and equipment needed to perform the facial service. Drape the client for a facial service, and wash your hands.

2. Dot on cleansing cream made for blemished skin and gently massage the face.

   CAUTION

   The use of massage should be limited on the blemished face. The massage can irritate the skin further.

3. Remove the cleanser with a damp cloth or facial tissues.

4. Analyze the skin with a Wood's lamp or a magnifying lamp.

5. Wrap the face with warm, wet towels for a minute or two to open the pores.

6. Apply cotton pledgets saturated with disincrustation lotion to the skin. Keep the compresses away from the eyes and mouth. Leave them on for approximately 10 minutes.

   NOTE: If a disincrustation lotion cannot be found, you can make a solution of 1 tablespoon of baking soda to 16 oz. of distilled water.

7. Apply an astringent to the skin.

8. Apply a facial mask designed for blemished skin to the face. Leave on for 10-15 minutes.

9. Gently remove the mask with warm, damp towels or facial tissues.

10. Apply astringent again.

11. Apply an acne treatment cream to the problem areas of the face.

12. Apply a moisturizer designed for oily skin to the face.

    NOTE: Even though the face may be oily, the client still needs the protection of a moisturizer.

13. Clean up your work area.

OBJECTIVE 4

Discuss the three points a client should know when getting a facial for special blemish conditions.

When giving facials for special acne conditions, there are three points which must be discussed with the client:

1. The condition will seem to get worse before it gets better. Because a good facial deeply cleans the skin, the infection is brought to the surface causing break-outs.

2. The facial treatments must be maintained. The client must have a daily routine of cleansing the face properly if he/she wants to keep the skin clear from blemishes.

3. No facial treatment should further irritate the skin. If the client's home routine is irritating the skin, he/she should stop. The skin does not have to be raw from scrubbing to be clean.

OBJECTIVE 5

Describe the special considerations for giving a facial on couperose skin.

- Massage should be done gently or even eliminated in couperose areas. The massage stimulates blood flow which worsens the problem.

- Do not use astringent on couperose skin. The astringent also stimulates blood flow. Use a mild skin freshener in its place.

OBJECTIVE 6

Select from a list the steps for performing disincrustation procedures.

1. Place dry cotton pads over the client's eyes.

2. Saturate cotton pads with a disincrustation solution. A disincrustation solution may be bought or prepared. To make the solution, mix 1 oz. of baking soda to one pint of distilled water.

3. Place the cotton pads on the client's face in oily areas for 5 to 10 minutes.

4. Remove the pads and the cotton over the eyes and continue with the facial.

JOB SHEET 1	GIVING FACIALS WITHOUT THE AID OF MACHINES	III

OBJECTIVE 7a

Perform a facial on mature skin.

INTRODUCTION

Special care should be taken on mature skin. Since the skin has little elasticity, it cannot withstand as much tension as young skin.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape or shop gown
- Clippies
- Towels
- Spatulas
- Magnifying glass or Wood's light
- Neck strips

SUPPLIES

- Cleansing cream
- Skin freshener
- Massage cream
- Treatment cream
- Facial mask
- Humectant or moisturizer
- Cotton pledgets or facial tissue

PROCEDURE

General Relating Skills
- Interact with clients/ customers

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

1. Gather the materials needed.
2. Drape the client for a facial service.
3. Sanitize your hands.
4. Dot cleansing cream on the client's face.
5. Gently massage the cleansing cream into the skin.
6. Remove the cleanser from the skin by using a damp cloth.
7. Use a skin freshener to remove any traces of cleanser.
8. Analyze the client's skin under a magnifying lamp or Wood's light.

FIGURE 1

9. Wrap the client's face with a warm, damp towel. Leave on for a minute or two.

FIGURE 2

10. Apply a massage cream to the client's skin. Gently massage the cream using facial manipulations.

11. Using a damp cloth, remove the massage cream.

12. Massage in a treatment cream.

13. Remove excess treatment cream with a facial tissue.

14. Apply a facial mask for dry skin. Leave it on for 10 to 15 minutes.

15. Wrap the face with a warm, damp cloth. Gently remove the mask.

16. Apply skin freshener to remove any traces of mask.

17. Apply a humectant or moisturizer to the skin.

18. Sanitize implements, equipment and hands.

19. Sanitize work area.

20. Have instructor evaluate your work.

JOB SHEET 2	GIVING FACIALS WITHOUT THE AID OF MACHINES	III

OBJECTIVE 7b

Perform a facial on problem, blemished skin.

INTRODUCTION

When giving a facial to a client with problem, blemished skin, be careful not to further irritate the skin.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape or shop gown
- Clippies
- Towels
- Neck strip
- Spatulas
- Magnifying lamp or Wood's light

SUPPLIES

- Cleansing cream
- Astringent
- Disincrustation lotion
- Facial mask
- Acne treatment cream
- Moisturizer
- Cotton pledgets
- Facial tissues

PROCEDURES

General Relating Skills
- Interact with clients/ customers

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

1. Gather the materials needed.
2. Drape the client for a facial service.
3. Sanitize your hands.
4. Dot cleansing cream on the client's face and gently massage.
5. Gently remove the cleanser with a damp cloth or facial tissues.
6. Analyze the skin with a magnifying lamp or a Wood's light.
7. Wrap the client's face with warm, damp towels for a minute or two. Remove.
8. Saturate cotton pledgets with disincrustation lotion and lay the compresses on the skin. Leave the compresses on for approximately 10 minutes.
9. Apply an astringent to the skin.
10. Apply a facial mask designed for blemished skin to the face. Leave on 10-15 minutes.

11. Remove mask gently with warm, damp towels.

    NOTE: Leaving the towels on the face for a minute will help to loosen the mask and make it easier to remove.

12. Remove any excess mask with astringent.

13. Apply acne treatment cream to problem areas.

14. Apply a moisturizer designed for oily skin.

15. Sanitize implements, equipment and hands.

16. Sanitize work area.

17. Have instructor evaluate your work.

JOB SHEET 3	GIVING FACIALS WITHOUT THE AID OF MACHINES	III

OBJECTIVE 7c

Perform a facial on couperose skin.

INTRODUCTION

Couperose skin needs to be treated carefully. The problem areas should not be massaged or stimulated.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape or shop gown
- Clippies
- Neck strips
- Towels
- Spatulas
- Magnifying lamp or Wood's light

SUPPLIES

- Cleansing cream
- Skin freshener
- Facial mask
- Moisturizer
- Cotton pledgets or facial tissues

PROCEDURES

General Relating Skills
- Interact with clients/ customers

1. Gather the materials needed.
2. Drape the client for a facial service.
3. Sanitize your hands.
4. Dot cleansing cream on the face.

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

5. Gently massage the cleanser into the face.

CAUTION

Do not irritate the skin.

6. Remove the cleanser from the face using a damp cloth or facial tissues.
7. Use a skin freshener to remove any traces of cleansing cream.

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

8. Analyze the skin by using a magnifying lamp or Wood's light.
9. Wrap the client's face with warm, damp towels. Leave for a few minutes.

10. Apply a facial mask designed for the client's skin type. Leave 10 to 15 minutes or follow manufacturer's recommendation.

CAUTION

Do not apply the mask over couperose areas.

FIGURE 3

11. Wrap the face with warm, damp towels for a minute and gently remove the mask.
12. Apply a skin freshener to remove any traces of mask.
13. Apply a moisturizer to the skin.
14. Sanitize implements, equipment and hands.
15. Sanitize work area.
16. Have instructor evaluate your work.

JOB SHEET 4	GIVING FACIALS WITHOUT THE AID OF MACHINES	III

OBJECTIVE 7d

Perform disincrustation procedures.

INTRODUCTION

The disincrustation procedure should be used to loosen up dead skin cells and remove dirt and debris from the pores.

IMPLEMENTS AND EQUIPMENT

- Shop gown or shampoo cape
- Clippies
- Neck strip
- Towels

SUPPLIES

- Cotton compresses
- Disincrustation lotion

PROCEDURES

General Relating Skills
- Interact with clients/ customers

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

1. Gather the materials needed.
2. Sanitize your hands.
3. Drape the client for a facial service.
4. Cleanse the face and analyze it.
5. Place dry cotton pads over the client's eyes.
6. Saturate cotton pads or compresses with a disincrustation lotion.
7. Place the saturated pads on the oily areas of the client's face. Leave in place for 5 to 10 minutes.

FIGURE 4

8. Remove the pads and the cotton over the eyes.
9. Complete the rest of the facial.
10. Sanitize implements, equipment and hands.
11. Sanitize work area.
12. Have instructor evaluate your work.

PRACTICAL TEST 1

GIVING FACIALS WITHOUT THE AID OF MACHINES

III

JOB SHEET 1

Perform a facial on mature skin.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered materials.	____	____
2. Draped the client.	____	____
3. Sanitized hands.	____	____
4. Applied cleansing cream.	____	____
5. Gently massaged.	____	____
6. Removed cleanser.	____	____
7. Applied skin freshener.	____	____
8. Analyzed skin.	____	____
9. Wrapped client's face with towel.	____	____
10. Applied massage cream.	____	____
11. Removed massage cream.	____	____
12. Massaged in treatment cream.	____	____
13. Removed excess treatment cream.	____	____
14. Applied facial mask.	____	____
15. Removed facial mask.	____	____
16. Applied skin freshener.	____	____
17. Applied humectant or moisturizer.	____	____
18. Sanitized implements, equipment and hands	____	____
19. Sanitized work area.	____	____
TOTAL	____	____

EVALUATORS COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criteria must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Proper products selected	4	3	2	1
Removed all traces of product from skin	4	3	2	1

EVALUATORS COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 -	Skilled — Can perform job with no additional training
3 -	Moderately skilled — Has performed job during training program; limited additional training may be required
2 -	Limited skill — Has performed job during training program; additional training is required to develop skill
1 -	Unskilled — Is familiar with process, but is unable to perform job

GIVING FACIALS WITHOUT THE AID OF MACHINES

JOB SHEET 2

Perform a facial on problem, blemished skin.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered materials.	____	____
2. Draped the client.	____	____
3. Sanitized hands.	____	____
4. Applied cleansing cream.	____	____
5. Removed cleanser.	____	____
6. Analyzed the skin.	____	____
7. Wrapped client's face with towel.	____	____
8. Applied disincrustation location.	____	____
9. Applied astringent.	____	____
10. Applied facial mask.	____	____
11. Removed facial mask.	____	____
12. Applied astringent.	____	____
13. Applied acne treatment cream.	____	____
14. Applied moisturizer.	____	____
15. Sanitized implements, equipment and hands.	____	____
16. Sanitized work area.	____	____
TOTAL	____	____

EVALUATORS COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criteria must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Skin cleansed and oil removed	4	3	2	1
Skin soft and smooth	4	3	2	1
Proper products selected	4	3	2	1
All traces of product removed	4	3	2	1

EVALUATORS COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 -	Skilled — Can perform job with no additional training
3 -	Moderately skilled — Has performed job during training program; limited additional training may be required
2 -	Limited skill — Has performed job during training program; additional training is required to develop skill
1 -	Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 3	GIVING FACIALS WITHOUT THE AID OF MACHINES	III

JOB SHEET 3

Perform a facial on couperose skin.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered materials.	____	____
2. Draped the client.	____	____
3. Sanitized hands.	____	____
4. Applied cleansing cream.	____	____
5. Massaged cleanser.	____	____
6. Removed cleanser.	____	____
7. Applied skin freshener.	____	____
8. Analyzed the skin.	____	____
9. Wrapped the client's face with towel.	____	____
10. Applied facial mask.	____	____
11. Removed facial mask.	____	____
12. Applied skin freshener.	____	____
13. Applied moisturizer.	____	____
14. Sanitized implements, equipment and hands.	____	____
15. Sanitized work area.	____	____
TOTAL	____	____

EVALUATORS COMMENTS

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criteria must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Skin smooth, healthier, softer	4	3	2	1
Proper product selection	4	3	2	1
All traces of product removed	4	3	2	1

EVALUATORS COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled — Can perform job with no additional training
3 - Moderately skilled — Has performed job during training program; limited additional training may be required
2 - Limited skill — Has performed job during training program; additional training is required to develop skill
1 - Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 4

GIVING FACIALS WITHOUT THE AID OF MACHINES

III

JOB SHEET 4

Perform disincrustation procedures.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered materials.	_____	_____
2. Sanitized hands.	_____	_____
3. Draped the client.	_____	_____
4. Cleansed the face.	_____	_____
5. Placed cotton over eyes.	_____	_____
6. Saturated compresses with lotion.	_____	_____
7. Placed saturated compresses on skin.	_____	_____
8. Removed compresses.	_____	_____
9. Completed facial service.	_____	_____
10. Sanitized implements, equipment and hands.	_____	_____
11. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATORS COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criteria must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Skin is cleansed	4	3	2	1
All product removed	4	3	2	1

EVALUATORS COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled — Can perform job with no additional training
3 - Moderately skilled — Has performed job during training program; limited additional training may be required
2 - Limited skill — Has performed job during training program; additional training is required to develop skill
1 - Unskilled — Is familiar with process, but is unable to perform job

GIVING FACIALS WITHOUT THE AID OF MACHINES

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with giving facials without the aid of machines to their correct definitions. Write the correct letters in the blanks.

_____1. Softening and dissolving oil deposits and blackheads in the skin

_____2. Lubricates the skin for massage manipulations

_____3. Lubricates dry skin and is slightly absorbed by the skin

_____4. Skin characterized by the presence of comedones and pimples that contain pus

_____5. Skin characterized by the presence of wrinkles, dryness, and lack of elasticity

_____6. Skin characterized by the presence of broken capillaries usually found around the nose and cheek area

_____7. Lotion used on the skin to close the pores

_____8. A substance that absorbs moisture or promotes moisture retention

_____9. Removes all traces of cream left on the skin

a. Astringent
b. Blemished skin
c. Couperose skin
d. Disincrustation
e. Humectant
f. Massage cream
g. Mature skin
h. Skin freshener
i. Treatment cream

OBJECTIVE 2 **List steps for giving a facial on mature skin.**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

OBJECTIVE 3 **Arrange in order the steps in giving a facial on problem, blemished skin.** Write a "1" in front of the first step, a "2" in front of the second step and so on.

_____a. Wrap the face with warm, wet towels for a minute or two to open the pores.

_____b. Apply an acne treatment cream to the problem areas of the face.

_____c. Gently remove the mask with warm, damp towels or facial tissues.

_____d. Dot on cleansing cream made for blemished skin and gently massage the face.

_____e. Apply an astringent to the skin.

_____f. Apply astringent to remove any mask left on the skin.

_____g. Gather materials, drape the client, and wash your hands.

_____h. Apply cotton pledgets saturated with disincrustation lotion to the skin.

_____i. Apply a moisturizer designed for oily skin to the face.

_____j. Remove the cleanser with a damp cloth or facial tissues.

_____k. Apply a facial mask designed for blemished skin to the face.

_____l. Clean up your work area.

_____m. Analyze the skin with a Wood's lamp or magnifying lamp.

OBJECTIVE 4

Discuss the three points a client should know when getting a facial for special blemish conditions.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

OBJECTIVE 5 **Describe the special considerations for giving a facial on couperose skin.**

_____

_____

OBJECTIVE 6 **Select from a list the steps for performing disincrustation procedures.** Write an "X" in front of each correct answer.

_____1. Never do any facial manipulation on couperose skin.

_____2. Drape the client for a facial service.

_____3. Apply the mask to the entire face.

_____4. Analyze the skin by using a magnifying lamp or Wood's light.

_____5. Saturate cotton pledgets with disincrustation lotion and lay the compresses on the skin.

_____6. Couperose skin can be made worse by stimulating the blood flow to the skin.

_____7. Use astringent liberally.

_____8. Use a mild skin freshener on couperose skin.

NOTICE The following job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 7 **Demonstrate the ability to:**

a. **Perform a facial on mature skin.** RATING _____

b. **Perform a facial on problem, blemished skin.** RATING _____

c. **Perform a facial on couperose skin.** RATING _____

d. **Perform disincrustation procedures.** RATING _____

OBJECTIVE 1

1. d	4. b	7. a
2. f	5. g	8. e
3. i	6. c	9. h

OBJECTIVE 2

1. Prepare the client and the work area for a facial service. Gather materials and drape the client for a facial service or have the client change into a shop gown. Wash your hands.
2. Dot cleanser on the face and massage the cleanser into the skin.
3. Using a damp cloth, remove all the cleanser from the skin.
4. Remove any traces of the cleanser from the skin with a skin freshener.
5. Analyze the skin with a magnifying lamp or Wood's lamp to determine the needs of the skin.
6. Wrap the face with a warm, damp towel for a minute or two. **NOTE:** This will help to loosen the dead skin cells without damaging the skin.
7. Apply a massage cream to the skin and massage the cream into the skin using facial manipulations. **CAUTION:** Do not pull the skin or stretch it. Gently massage the face.
8. Remove the massage cream with a damp cloth or a skin tissue.
9. Apply a treatment cream to the skin and massage it in.
10. Remove any excess treatment cream from the skin with a facial tissue.
11. Apply a facial mask designed for dry skin. Leave the mask on the face for approximately 10 to 15 minutes.
12. Take a warm damp towel and wrap the face with it. Leave the towel for a few minutes to loosen the facial mask. When the mask softens, gently wipe the mask from the face.
13. Apply a skin freshener to the skin to remove any excess mask from the skin.
14. Apply a humectant or moisturizer to the skin while it is still damp.
15. Undrape the client or have the client change back into his/her regular clothes. Clean up your work area.

OBJECTIVE 3

a.	5	h.	6
b.	11	i.	12
c.	9	j.	3
d.	2	k.	8
e.	7	l.	13
f.	10	m.	4
g.	1		

OBJECTIVE 4

1. The condition will seem to get worse before it gets better. Because a good facial deeply cleans the skin, the infection is brought to the surface causing break-outs.
2. The facial treatments must be maintained. The client must have a daily routine of cleansing the face properly is he/she wants to keep the skin clear from blemishes.
3. No facial treatment should further irritate the skin. If the client's home routine is irritating the skin, he/she should stop. The skin does not have to be raw from scrubbing to be clean.

OBJECTIVE 5

- 1, 4, 6, 8

OBJECTIVE 6

1. Place dry cotton pads over the client's eyes.
2. Saturate cotton pads with a disincrustation solution.
3. Place the cotton pads on the client's face in oily areas for 5-10 minutes.
4. Remove the pads and the cotton over the eyes and continue with the facial.

OBJECTIVE 7

Refer to Practical Test for Job Sheets 1 through 4.

OBJECTIVE SHEET	**GIVING FACIALS WITH THE AID OF MACHINES**	IV

INTRODUCTION

The technology behind skin care is rapidly progressing and machines have become a big part of the skin care industry. The knowledge of how to use the machines properly to the benefit of the client, will be a big asset to your skin care business.

UNIT OBJECTIVE

After completing this unit, the student should be able to perform facials with the aid of machines. The student will demonstrate these competencies by completing job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Basic Facialist.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with giving facials with the aid of machines to their correct definitions.
2. Describe the effects of machines used to perform facials on various skin types.
3. Discuss the effects of the different polarities of galvanic current.
4. List safety precautions for using machines during a facial service.
5. Demonstrate the ability to:
   a. Perform a facial on normal skin. (Job Sheet 1)
   b. Perform a facial on dry skin. (Job Sheet 2)
   c. Perform a facial on mature skin. (Job Sheet 3)
   d. Perform a facial on oily skin. (Job Sheet 4)
   e. Perform a facial on combination skin. (Job Sheet 5)
   f. Perform a facial on problem, blemished skin. (Job Sheet 6)
   g. Perform a facial on couperose skin. (Job Sheet 7)

PREPARATION

- Order materials to supplement the unit.
- Study the specific objectives to determine those to be covered in lecture presentations.
- Plan additional tasks to be covered in classroom presentations.
- Guest speakers
  - — Invite an esthetician to speak to the class about giving facials with the aid of machines.
  - — Invite a guest speaker to talk to the class about facial machines.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Go over the terms and definitions with the students to introduce them to the unit.
- Make flash cards with the terms and have the students quiz each other.

Objectives 2 through 4

- Demonstrate how to use each machine.
- Have the students use the machines on each other. The students should be able to tell clients how each machine should react.
- Compare for the students the difference between polarities of the galvanic current. Explain the similarities between galvanic polarities and magnetic polarities.

- Discuss the importance of safety precautions regarding facial machines.

- Have the students test the polarity of the galvanic current by placing the tips of the conducting cords in a glass of salt water. Turn up the current. The cord that attracts the active bubbles is the negative pole.

  Next, put the tips of the conducting cords on moistened litmus paper. The positive pole will turn the paper red, and the negative pole will turn the paper blue.

- Go over the safety precautions.

APPLICATION

Objective 5

- Have the students do Job Sheets 1 through 7.

EVALUATION

Pretest

- Pretest students.

- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify materials in unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the job sheets.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.

- Evaluate students on product evaluation.

- Rate students on the criteria listed.

- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review materials as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test results and explain the evaluator comments.

Written test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give the written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Ahern, Jerry J. *West's Textbook of Cosmetology*, Second edition. St. Paul, Minnesota: West Publishing Co., 1986.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corp., 1988.
- Gerson, Joel. *Standard Textbook for Professional Estheticians*. Bronx, New York: Milady Publishing Corp., 1986.

GIVING FACIALS WITH THE AID OF MACHINES

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlations between objectives and written pretest questions.

Objective	Question
1	1, 2, 3
2	4, 5, 6, 7
3	8, 9
4	10, 11, 12

ANSWER KEY

1. d
2. b
3. a
4. b
5. b
6. c
7. a
8. c
9. d
10. b
11. a
12. c

OBJECTIVE 5

Refer to Practical Test for Job Sheets 1 through 7.

GIVING FACIALS WITH THE AID OF MACHINES

NAME _____ SCORE _____

Match definitions to their terms by placing the correct letters in the blanks.

_____1. Having opposite poles, negative and positive, like a magnet is:

a. Disincrustation
b. Galvanic current
c. High frequency current
d. Polarity

_____2. A low voltage direct current that soothes nerves, decreases the blood supply to the skin and hardens skin tissues is:

a. Disincrustation
b. Galvanic current
c. High frequency current
d. Polarity

_____3. The process of loosening and softening oils and dirt in hair follicles is:

a. Disincrustation
b. Galvanic current
c. High frequency current
d. Polarity

_____4. The machine used to force further penetration of products into the skin, stimulates circulation and glandular activity, and produces a germicidal effect is:

a. Galvanic current
b. High frequency
c. Infra-red lamp
d. Ultra-violet lamp

_____5. The machine used to open up the pores in the skin, soften dead skin cells, and increase blood circulation in the skin is:

a. Electric brush
b. Facial steamer
c. Galvanic current
d. High frequency current

_____6. The machine used to force treatment cream to penetrate deep into the skin and to draw the dirt and oils in the pore to the surface of the skin is:

a. Electric brush
b. Facial streamer
c. Galvanic current
d. High frequency current

_____7. The machine used to remove the dead skin cells from the skin and to remove any dirt and debris from the pores is:

a. Electric brush
b. Electric sprayer
c. Galvanic current
d. High frequency current

_____8. The polarity that forces liquids to further penetrate the skin and to increase blood circulation is:

a. Abstract polarity
b. Constant polarity
c. Negative polarity
d. Positive polarity

_____9. The polarity that draws out dirt and oils deep within the skin, closes the pores of the skin, and reduces redness and irritation of the skin is called:

a. Abstract polarity
b. Constant polarity
c. Negative polarity
d. Positive polarity

_____10. Before using any machine you must:

a. Practice on another student
b. Read manufacturer's directions
c. Test it on yourself
d. Read manufacturer's warranty

_____11. Do not use any facial machines on clients who have heart problems, high blood pressure, or who are:

a. Pregnant
b. On medication
c. Over 50 years of age
d. Younger than 18

_____12. When using therapy lamps the client's eyes are protected by:

a. Having the client closing their eyes
b. Covering them with your hand
c. Applying cotton pledgets over the eyes
d. Regular sunglasses

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective.

OBJECTIVE 5 **Demonstrate the ability to:**

a. **Perform a facial on normal skin.** RATING_____

b. **Perform a facial on dry skin.** RATING_____

c. **Perform a facial on mature skin.** RATING_____

d. **Perform a facial on oily skin.** RATING_____

e. **Perform a facial on combination skin.** RATING_____

f. **Perform a facial on problem, blemished skin.** RATING_____

g. **Perform a facial on couperose skin.** RATING_____

INFORMATION SHEET	GIVING FACIALS WITH THE AID OF MACHINES	IV

OBJECTIVE 1

Match terms associated with giving facials with the aid of machines to their correct definitions.

- **Disincrustation** — The process of loosening and softening oils and dirt in hair follicles
- **Galvanic current** — A low voltage direct current that soothes nerves, decreases the blood supply to the skin and hardens skin tissues
- **High frequency current** — A heat producing current that has a germicidal action to treat skin and scalp disorders
- **Polarity** — Having opposite poles, negative and positive, like a magnet

OBJECTIVE 2

Describe the effects of machines used to perform facials on various skin types.

- **Electric brush** — Used to remove the dead skin cells from the skin and to remove any dirt and debris from the pores

CAUTION

When using the electric brush, the brush should be held at a 45 degree angle to the skin to prevent irritation and damage to the skin.

- **Electric sprayer** — Used to apply an astringent or skin freshener uniformly to the skin and to clean out dirt from the pores
- **Facial steamer** — Used to open up the pores in the skin, soften dead skin cells, and increase blood circulation in the skin
- **Galvanic current** — Used to force treatment cream to penetrate deep into the skin and to draw the dirt and oils in the pore to the surface of the skin

- **High frequency current** — Used to force further penetration of products into the skin, simulates circulation and glandular activity, and produces a germicidal effect by creating an ozone around the electrodes

  NOTE: Bouncing the high frequency current electrode on a pimple helps to dry it up. It does, however, slightly shock the client but is not painful.

- **Infra-red lamp** — Produces a heating effect and increases circulation and glandular activity

  CAUTION

  The client's eyes must be covered when using the infra-red lamp. The client should not be left unattended at any time.

- **Ultra-violet lamp** — Produces germicidal effects, stimulates blood circulation, and promotes the excretion of waste found in the skin

OBJECTIVE 3 **Discuss the effects of the different polarities of galvanic current.**

When giving a galvanic current treatment the client must remove all jewelry and hold onto one pole while you apply the current with the other pole. There are two poles, negative and positive. The pole that you use depends on the effect that you want.

- **Negative polarity** — The client holds the positive pole while you apply the current with the negative pole. The negative pole forces liquids to further penetrate the skin and to increase blood circulation. This method is used for disincrustation procedures.

- **Positive polarity** — The client holds the negative pole while you apply the current with the positive pole. The positive pole draws out dirt and oils from deep within the skin, closes the pores of the skin, and reduces redness and irritation of the skin.

OBJECTIVE 4 **List safety precautions for using machines during a facial service.**

1. Check all cords before using the machines.

2. Check water level on facial steamer.

3. Check to make sure all facial machines are in working order.

4. Read all manufacturer's directions before using any machine.

5. Do not use any facial machine on clients who have heart problems, high blood pressure, or who are pregnant.

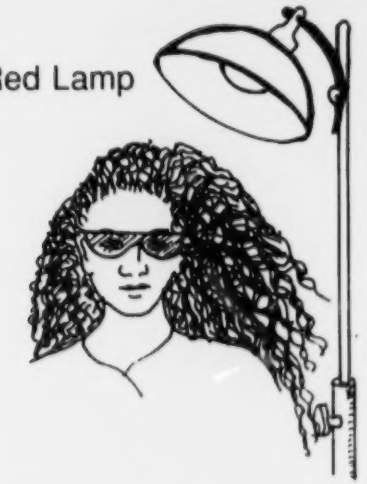
6. If any machine irritates the client, discontinue use.

7. Sanitize all glass and metal implements after use on client.

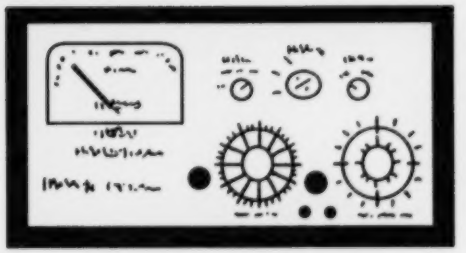
8. Avoid leaving client alone when connected to an electrical device.

9. Apply cotton pledgets or tinted safety glasses to protect the client's eyes when using therapy lamps.

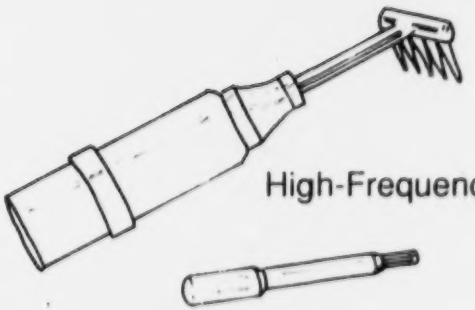
Equipment Used in Giving a Facial with the Aid of Machines



Infra-Red Lamp



Galvanic Current



High-Frequency Current

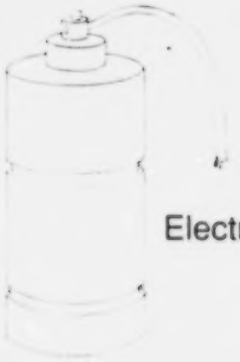
Ultra-Violet Lamp

TRANSPARENCY MASTER 1 - Facial Specialty
IV - 17

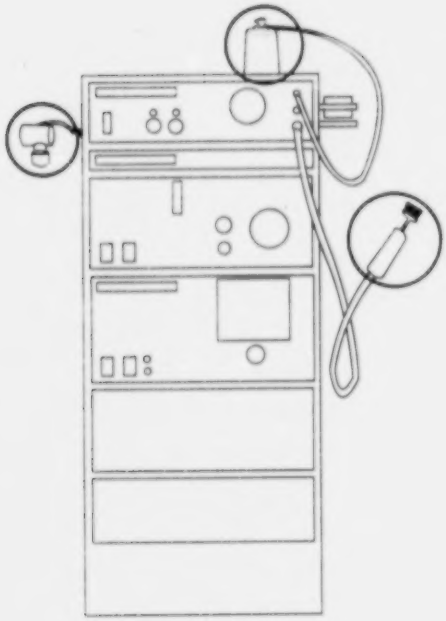
TM 1

Equipment Used in Giving a Facial with the Aid of Machines *(Continued)*

Facial streamer



Electric sprayer



Electric brush

JOB SHEET 1	GIVING FACIALS WITH THE AID OF MACHINES	IV

OBJECTIVE 5a — **Perform a facial on normal skin.**

IMPLEMENTS AND EQUIPMENT

- Shampoo cape or shop gown
- Clippies
- Neck strips
- Towels
- Spatulas
- Magnifying lamp or Wood's light
- Facial steamer
- Electric brush
- Electric sprayer
- Galvanic current
- High frequency current
- Infra-red lamp

SUPPLIES

- Cleansing cream
- Skin freshener
- Massage cream
- Treatment cream
- Facial mask
- Moisturizer
- Cotton pledgets or facial tissues

PROCEDURE

General Science Skills
- Use scientific instruments

Life Science Skills
- Identify/classify living organisms

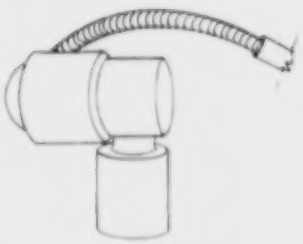
General Relating Skills
- Interact with clients/ customers

1. Gather the materials needed.
2. Turn on the facial steamer.
3. Drape the client for a facial service.
4. Sanitize your hands.
5. Dot cleansing cream on the client's face and gently massage into the skin.
6. Remove the cleansing cream from the face with a damp towel.
7. Analyze the client's skin by using the magnifying lamp or the Wood's light.
8. Apply massage cream to the face.
9. Steam the face with the facial steamer while giving the facial massage. This should last from 10 to 15 minutes.

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations
- Analyze/synthesize information

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients
- Apply safety practices/procedures

FIGURE 1



10. Remove the massage cream with a facial tissue.

11. Apply a small amount of cleansing cream to the face.

12. Use the electrical brush to deep cleanse the face for 2 to 3 minutes.

CAUTION

Avoid the eye area.

13. Remove excess cleansing cream from the face with a facial tissue.

14. Apply skin freshener to a cotton pledget and remove excess cleansing cream from the face. Towel blot.

15. Apply the treatment cream to the face.

16. Use the infra-red lamp, galvanic current or the high frequency current to force the treatment cream to penetrate.

FIGURE 2

17. Apply a facial mask designed for normal skin. Leave on for 10 minutes.
18. Remove the facial mask.
19. Use the electric sprayer to spray on skin freshener.
20. Blot the excess skin freshener with a facial tissue.
21. Apply a moisturizer.
22. Sanitize implements, equipment and hands.
23. Sanitize work area.
24. Have instructor evaluate your work.

JOB SHEET 2	GIVING FACIALS WITH THE AIDE OF MACHINES	IV

OBJECTIVE 5b

Perform a facial on dry skin.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape or shop gown
- Clippies
- Neck strips
- Towels
- Spatulas
- Magnifying lamp or Wood's light
- Facial steamer
- Electric brush
- Electric sprayer
- Galvanic current
- High frequency current

SUPPLIES

- Cleansing cream
- Skin freshener
- Massage cream
- Treatment cream
- Facial mask
- Moisturizer or humectant
- Cotton pledgets or facial tissues

PROCEDURE

General Science Skills
- Use scientific instruments

Life Science Skills
- Identify/classify living organisms

General Relating Skills
- Interact with clients/ customers

1. Gather the materials needed.
2. Turn on the facial steamer.
3. Drape the client for a facial service.
4. Sanitize your hands.
5. Dot cleansing cream on the client's face and gently massage into the skin.
6. Remove the cleansing cream from the face with a damp towel.
7. Analyze the client's skin by using the magnifying lamp or the Wood's light.
8. Apply massage cream to the face.
9. Steam the face with the facial steamer while giving the facial massage. This should last from 10 to 15 minutes.

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations
- Analyze/synthesize information

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients
- Apply safety practice/ procedures

10. Remove the massage cream with a facial tissue.

11. Apply a small amount of cleansing cream to the face.

12. Use the electric brush to deep cleanse the face for 2 to 3 minutes.

CAUTION

Avoid the eye area and make sure the brush only lightly touches the skin.

FIGURE 3

13. Remove excess cleansing cream from the face with a facial tissue.

14. Apply skin freshener to a cotton pledget and remove excess cleansing cream from the face. Towel blot.

15. Apply the treatment cream to the face.

16. Use the Galvanic current or the high frequency current to force the treatment cream to penetrate the skin.

17. Apply a facial mask designed for dry skin to the face. Leave on for 10 minutes.

18. Remove the facial mask.

19. Use the electric sprayer to spray on the skin freshener.

20. Blot the excess skin freshener with a facial tissue.

21. Apply a moisturizer or a humectant.

22. Sanitize implements, equipment and hands.

23. Sanitize work area.

24. Have instructor evaluate your work.

JOB SHEET 3	GIVING FACIALS WITH THE AID OF MACHINES	IV

OBJECTIVE 5c

Perform a facial on mature skin.

INTRODUCTION

The difference between the facial performed on dry skin and the facial performed on mature skin is that the mature skin cannot withstand any pulling or stretching.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape or shop gown
- Clippies
- Neck strips
- Towels
- Spatulas
- Magnifying lamp or Wood's light
- Facial steamer
- Electric sprayer
- Galvanic current
- High frequency current

SUPPLIES

- Cleansing cream
- Skin freshener
- Massage cream
- Treatment cream
- Facial mask
- Moisturizer or humectant
- Cotton pledgets or facial tissues

PROCEDURE

General Science Skills
- Use scientific instruments

Life Science Skills
- Identify/classify living organisms

General Relating Skills
- Interact with clients/ customers

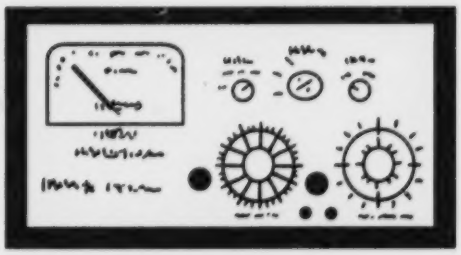
1. Gather the materials needed.
2. Turn on the facial steamer.
3. Drape the client for a facial service.
4. Sanitize your hands.
5. Dot cleansing cream on the client's face and gently massage into the skin.
6. Remove the cleansing cream from the face with a damp towel.
7. Analyze the client's skin by using the magnifying lamp or the Wood's light.
8. Apply massage cream to the face.

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations
- Analyze/synthesize information

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

9. Steam the face with the facial steamer while giving the facial massage. This should last from 10 to 15 minutes.
10. Remove the massage cream with a facial tissue.
11. Apply skin freshener to a cotton pledget and remove excess massage cream from the face. Towel blot.
12. Apply the treatment cream to the face.
13. Use the Galvanic current or the high frequency current to force the treatment cream to penetrate the skin.

FIGURE 4



14. Apply a facial mask for dry skin to the face. Leave on for 10 minutes.
15. Remove the facial mask.
16. Use the electric sprayer to spray on the skin freshener.
17. Blot the excess skin freshener with a facial tissue.
18. Apply a moisturizer or a humectant.
19. Sanitize implements, equipment and hands.
20. Sanitize work area.
21. Have instructor evaluate your work.

JOB SHEET 4	GIVING FACIALS WITH THE AID OF MACHINES	IV

OBJECTIVE 5d

Perform a facial on oily skin.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape or shop gown
- Clippies
- Neck strips
- Towels
- Spatulas
- Magnifying lamp or Wood's light
- Facial steamer
- Electric brush
- Electric sprayer

SUPPLIES

- Cleansing cream
- Astringent
- Massage cream
- Disincrustation lotion
- Facial mask
- Moisturizer
- Cotton pledgets or facial tissues

PROCEDURE

General Science Skills
- Use scientific instruments

Life Science Skills
- Identify/classify living organisms

General Relating Skills
- Interact with clients/ customers

1. Gather the materials needed.
2. Turn on the facial steamer.
3. Drape the client for a facial service.
4. Sanitize your hands.
5. Dot cleansing cream on the client's face and gently massage into the skin.
6. Remove the cleansing cream from the face with a damp towel.
7. Analyze the client's skin by using the magnifying lamp or the Wood's light.
8. Apply massage cream to the face.
9. Steam the face with the facial steamer while giving the facial massage. This should last from 10 to 15 minutes.
10. Remove the massage cream with a facial tissue.

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations
- Analyze/synthesize information

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients
- Apply safety practices/procedures

11. Apply a small amount of cleansing cream to the face.

12. Use the electric brush to deep cleanse the face for 2 to 3 minutes.

CAUTION

Avoid the eye area and make sure the brush only lightly touches the skin.

13. Remove excess cleansing cream from the face with a facial tissue.

14. Apply astringent to a cotton pledget and remove excess cleansing cream from the face. Towel blot.

15. Apply disincrustation lotion to the oily areas of the face.

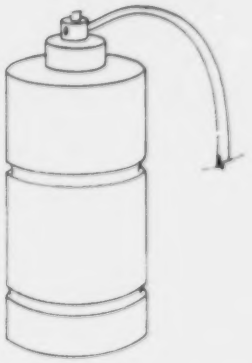
16. Remove the disincrustation lotion and spray the face with astringent.

17. Apply a facial mask designed for oily skin to the face. Leave on for 10 minutes.

18. Remove the facial mask.

19. Use the electric sprayer to spray on the astringent.

FIGURE 5



20. Blot the excess astringent with a facial tissue.

21. Apply a moisturizer designed for oily skin.

22. Sanitize implements, equipment and hands.

23. Sanitize work area.

24. Have instructor evaluate your work.

JOB SHEET 5	GIVING FACIALS WITH THE AID OF MACHINES	IV

OBJECTIVE 5e

Perform a facial on combination skin.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape or shop gown
- Clippies
- Neck strips
- Towels
- Spatulas
- Magnifying lamp or Wood's light
- Facial steamer
- Electric brush
- Electric sprayer

SUPPLIES

- Cleansing cream
- Astringent
- Skin freshener
- Massage cream
- Disincrustation lotion
- Facial mask
- Moisturizer
- Cotton pledgets or facial tissues

PROCEDURE

General Science Skills
- Use scientific instruments

Life Science Skills
- Identify/classify living organisms

General Relating Skills
- Interact with clients/ customers

1. Gather the materials needed.
2. Turn on the facial steamer.
3. Drape the client for a facial service.
4. Sanitize your hands.
5. Dot cleansing cream on the client's face and gently massage into the skin.
6. Remove the cleansing cream from the face with a damp towel.
7. Analyze the client's skin by using the magnifying lamp or Wood's light.
8. Apply massage cream to the face.
9. Steam the face with the facial streamer while giving the facial massage. This should last from 10 to 15 minutes.
10. Remove the massage cream with a facial tissue.

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations
- Analyze/synthesize information

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients
- Apply safety practices/procedures

11. Apply a small amount of cleansing cream to the face.
12. Use the electric brush to deep clean the face for 2 to 3 minutes.

CAUTION

Avoid the eye area and make sure the brush only lightly touches the skin.

13. Remove excess cleansing cream from the face with a facial tissue.
14. Apply astringent to a cotton pledget and remove excess cleansing cream from the oily areas of the face.
15. Apply skin freshener to the dry areas of the face. Towel blot.
16. Apply compress saturated with disincrustation lotion to the oily areas of the face.
17. Remove disincrustation lotion and spray with astringent.
18. Apply a facial mask designed for combination skin to the face. Leave on for 10 minutes.

    NOTE: You can also put a mask for oily skin on oily areas and a mask designed for dry skin on dry areas.
19. Remove the facial mask with warm damp towels.
20. Use the electric sprayer to spray on the skin freshener.
21. Blot the excessive skin freshener with a facial tissue.
22. Apply a moisturizer designed for combination skin.
23. Sanitize implements, equipment and hands.
24. Sanitize work area.
25. Have instructor evaluate your work.

JOB SHEET 6	GIVING FACIALS WITH THE AID OF MACHINES	IV

OBJECTIVE 5f

Perform a facial on problem, blemished skin.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape and shop gown
- Clippies
- Neck strips
- Towels
- Spatulas
- Magnifying lamp or Wood's light
- Facial steamer
- Electric sprayer
- High frequency current

SUPPLIES

- Cleansing cream
- Astringent
- Massage cream
- Disincrustation lotion
- Facial mask
- Moisturizer
- Cotton pledgets or facial tissues
- Acne treatment cream

PROCEDURE

General Science Skills
- Use scientific instruments

Life Science Skills
- Identify/classify living organisms

General Relating Skills
- Interact with clients/ customers

1. Gather the materials needed.
2. Turn on the facial steamer.
3. Drape the client for a facial service.
4. Sanitize your hands.
5. Dot cleansing cream on the client's face and gently massage into the skin.

CAUTION

Do not irritate the blemished areas.

6. Remove the cleansing cream from the face with a damp towel.
7. Analyze the client's skin by using the magnifying lamp or the Wood's light.
8. Apply massage cream to the face.

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations
- Analyze/synthesize information

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients
- Apply safety practices/procedures

9. Steam the face with the facial streamer while giving the facial massage. This should last from 10 to 15 minutes.
10. Remove the massage cream with a facial tissue.
11. Remove excess massage cream from the face with astringent.
12. Apply an acne treatment cream to the skin.
13. Use the ultra-violet lamp for 10 minutes or "Bounce" the high frequency current on the problem blemished areas.

CAUTION

If the client is uncomfortable with this treatment, do not continue.

FIGURE 6

14. Remove excess treatment cream from the face with astringent.
15. Apply disincrustation lotion on compresses to the face.
16. Remove the disincrustation lotion and spray the face with astringent.
17. Apply a facial mask designed for oily skin to the face. Leave on for 10 minutes.

18. Remove the facial mask.
19. Use the electric sprayer to spray on the astringent.
20. Blot the excess astringent with a facial tissue.
21. Apply a moisturizer for oily skin to the face.
22. Sanitize implements, equipment and hands.
23. Sanitize work area.
24. Have instructor evaluate your work.

JOB SHEET 7	GIVING FACIALS WITH THE AID OF MACHINES	IV

OBJECTIVE 5g

Perform a facial on couperose skin.

IMPLEMENTS AND EQUIPMENT

- Shampoo cape or shop gown
- Clippies
- Neck strips
- Towels
- Spatulas
- Magnifying lamp or Wood's light
- Facial steamer
- Electric brush
- Electric sprayer
- Galvanic current
- High frequency current
- Infra-red lamp

SUPPLIES

- Cleansing cream
- Skin freshener
- Massage cream
- Treatment cream
- Facial mask
- Moisturizer or humectant
- Cotton pledgets or facial tissues

PROCEDURE

General Science Skills
• Use scientific instruments

Life Science Skills
• Identify/classify living organisms

General Relating Skills
• Interact with clients/ customers

1. Gather the materials needed.
2. Turn on the facial steamer.
3. Drape the client for a facial service.
4. Sanitize your hands.
5. Dot cleansing cream on the client's face and gently massage into the skin.
6. Remove the cleansing cream from the face with a damp towel.
7. Analyze the client's skin by using the magnifying lamp or the Wood's light.
8. Apply massage cream to the face.

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations
- Analyze/synthesize information

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients
- Apply safety practices/procedures

9. Steam the face with the facial steamer while giving the facial massage. This should last from 10 to 15 minutes.

CAUTION

Avoid massage in the couperose areas.

10. Remove the massage cream with a facial tissue.

11. Apply a small amount of cleansing cream to the face.

12. Use the electrical brush to deep cleanse the face for 2 to 3 minutes.

CAUTION

Avoid the couperose and eye area.

13. Remove excess cleansing cream from the face with a facial tissue.

14. Apply skin freshener to a cotton pledget and remove excess cleansing cream from the face. Towel blot.

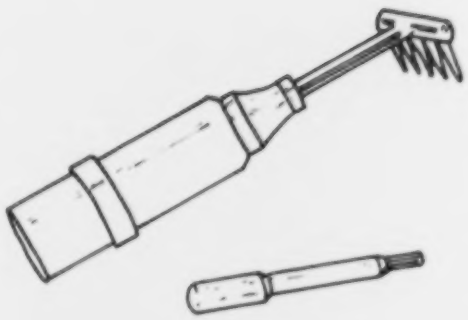
15. Apply the treatment cream to the face.

16. Using the Infra-red lamp, galvanic current or the high frequency current to force the treatment cream to penetrate.

CAUTION

Avoid the couperose areas.

FIGURE 7



17. Avoiding the couperose areas, apply a facial mask designed for normal skin to the face. Leave on for 10 minutes.
18. Remove the facial mask.
19. Use the electric sprayer to spray on skin freshener.
20. Blot the excess skin freshener with a facial tissue.
21. Apply a moisturizer or humectant.
22. Sanitize implements, equipment and hands.
23. Sanitize work area.
24. Have instructor evaluate your work.

PRACTICAL TEST 1	GIVING FACIALS WITH THE AID OF MACHINES	IV

JOB SHEET 1

Perform a facial on normal skin.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered the materials needed.	____	____
2. Turned on the facial machine.	____	____
3. Draped the client.	____	____
4. Sanitized hands.	____	____
5. Dotted cleansing cream on client's face.	____	____
6. Removed the cleansing cream.	____	____
7. Analyzed the skin.	____	____
8. Applied massage cream.	____	____
9. Steamed and massaged the face.	____	____
10. Removed the massage cream.	____	____
11. Applied cleansing cream.	____	____
12. Used the electric brush.	____	____
13. Removed excess cleansing cream.	____	____
14. Applied skin freshener to remove excess cleanser.	____	____
15. Applied the treatment cream.	____	____
16. Used the infra-red lamp, galvanic current or high frequency current.	____	____
17. Applied a facial mask.	____	____
18. Removed the facial mask.	____	____
19. Used the electric sprayer.	____	____

	YES	NO
20. Blotted the excess skin freshener.	____	____
21. Applied a moisturizer.	____	____
22. Sanitized implements, equipment and hands.	____	____
23. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Selected proper products	4	3	2	1
No marks of irritation	4	3	2	1
All traces of product removed	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 —	Skilled — Can perform job with no additional training
3 —	Moderately skilled — Has performed job during training program; limited additional training may be required
2 —	Limited skill — Has performed job during training program; additional training is required to develop skill
1 —	Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 2	GIVING FACIALS WITH THE AID OF MACHINES	IV

JOB SHEET 2

Perform a facial on dry skin.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered the materials needed.	____	____
2. Turned on the facial machine.	____	____
3. Draped the client.	____	____
4. Sanitized hands.	____	____
5. Dotted cleansing cream on client's face.	____	____
6. Removed the cleansing cream.	____	____
7. Analyzed the skin.	____	____
8. Applied massage cream.	____	____
9. Steamed and massaged the face.	____	____
10. Removed the massage cream.	____	____
11. Applied cleansing cream.	____	____
12. Used the electric brush.	____	____
13. Removed excess cleansing cream.	____	____
14. Applied skin freshener to remove excess cleanser.	____	____
15. Applied the treatment cream.	____	____
16. Used the infra-red lamp, galvanic current or high frequency current.	____	____
17. Applied a facial mask.	____	____
18. Removed the facial mask.	____	____
19. Used the electric sprayer.	____	____

	YES	NO
20. Blotted the excess skin freshener.	____	____
21. Applied a moisturizer or humectant.	____	____
22. Sanitized implements, equipment and hands.	____	____
23. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Selected proper products	4	3	2	1
All traces of product removed	4	3	2	1
Skin smooth and soft	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 —	Skilled — Can perform job with no additional training
3 —	Moderately skilled — Has performed job during training program; limited additional training may be required
2 —	Limited skill — Has performed job during training program; additional training is required to develop skill
1 —	Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 3	GIVING FACIALS WITH THE AID OF MACHINES	IV

JOB SHEET 3

Perform a facial on mature skin.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered the materials needed.	____	____
2. Turned on the facial machine.	____	____
3. Draped the client.	____	____
4. Sanitized hands.	____	____
5. Dotted cleansing cream on client's face.	____	____
6. Removed the cleansing cream.	____	____
7. Analyzed the skin.	____	____
8. Applied massage cream.	____	____
9. Steamed and massaged the face.	____	____
10. Removed the massage cream.	____	____
11. Applied skin freshener.	____	____
12. Applied treatment cream.	____	____
13. Used galvanic current or high frequency.	____	____
14. Applied facial mask.	____	____
15. Removed facial mask.	____	____
16. Used the electric sprayer.	____	____
17. Blotted excess skin freshener.	____	____
18. Applied moisturizer or humectant.	____	____
19. Sanitized implements, equipment and hands.	____	____
20. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: *Rate the student on the following criteria by* circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Proper products selected	4	3	2	1
All traces of product removed	4	3	2	1
Skin soft and smooth removed	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 —	Skilled — Can perform job with no additional training
3 —	Moderately skilled — Has performed job during training program; limited additional training may be required
2 —	Limited skill — Has performed job during training program; additional training is required to develop skill
1 —	Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 4	GIVING FACIALS WITH THE AID OF MACHINES	IV

JOB SHEET 4

Perform a facial on oily skin.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered the materials needed.	____	____
2. Turned on the facial machine.	____	____
3. Draped the client.	____	____
4. Sanitized hands.	____	____
5. Dotted cleansing cream on client's face.	____	____
6. Removed the cleansing cream.	____	____
7. Analyzed the skin.	____	____
8. Applied massage cream.	____	____
9. Steamed and massaged the face.	____	____
10. Removed the massage cream.	____	____
11. Applied cleansing cream.	____	____
12. Used the electric brush.	____	____
13. Removed excess cleansing cream.	____	____
14. Applied astringent.	____	____
15. Applied the disincrustation solution.	____	____
16. Removed the disincrustation solution.	____	____
17. Applied a facial mask.	____	____
18. Removed the facial mask.	____	____
19. Used the electric sprayer.	____	____
20. Blotted the excess astringent.	____	____
21. Applied moisturizer.	____	____

	YES	NO
22. Sanitized implements, equipment and hands.	____	____
23. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Proper selection of products	4	3	2	1
All traces of product removed	4	3	2	1
Skin is clean and soft	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 —	Skilled — Can perform job with no additional training
3 —	Moderately skilled — Has performed job during training program; limited additional training may be required
2 —	Limited skill — Has performed job during training program; additional training is required to develop skill
1 —	Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 5	GIVING FACIALS WITH THE AID OF MACHINES	IV

JOB SHEET 5

Perform a facial on combination skin.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered the materials needed.	_____	_____
2. Turned on the facial machine.	_____	_____
3. Draped the client.	_____	_____
4. Sanitized hands.	_____	_____
5. Dotted cleansing cream on client's face.	_____	_____
6. Removed the cleansing cream.	_____	_____
7. Analyzed the skin.	_____	_____
8. Applied massage cream.	_____	_____
9. Steamed and massaged the face.	_____	_____
10. Removed the massage cream.	_____	_____
11. Applied cleansing cream.	_____	_____
12. Used the electric brush.	_____	_____
13. Removed excess cleansing cream.	_____	_____
14. Applied astringent to oily areas.	_____	_____
15. Applied skin freshener to dry areas.	_____	_____
16. Applied disincrustation solution.	_____	_____
17. Removed the disincrustation solution.	_____	_____
18. Applied facial mask.	_____	_____
19. Removed facial mask.	_____	_____
20. Used the electric sprayer.	_____	_____
21. Blotted excess skin freshener.	_____	_____

	YES	NO
22. Applied moisturizer.	____	____
23. Sanitized implements, equipment and hands.	____	____
24. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Proper products selected	4	3	2	1
All traces of product removed	4	3	2	1
Skin soft and smooth	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 —	Skilled — Can perform job with no additional training
3 —	Moderately skilled — Has performed job during training program; limited additional training may be required
2 —	Limited skill — Has performed job during training program; additional training is required to develop skill
1 —	Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 6	GIVING FACIALS WITH THE AID OF MACHINES	IV

JOB SHEET 6

Perform a facial on problem, blemished skin.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered the materials needed.	____	____
2. Turned on the facial machine.	____	____
3. Draped the client.	____	____
4. Sanitized hands.	____	____
5. Dotted cleansing cream on client's face.	____	____
6. Removed the cleansing cream.	____	____
7. Analyzed the skin.	____	____
8. Applied massage cream.	____	____
9. Steamed and massaged the face.	____	____
10. Removed the massage cream.	____	____
11. Removed excess massage cream with astringent.	____	____
12. Applied acne cream.	____	____
13. Bounced high frequency current on skin.	____	____
14. Removed excess acne cream with astringent.	____	____
15. Applied disincrustation solution.	____	____
16. Removed disincrustation solution.	____	____
17. Applied a facial mask.	____	____
18. Removed the facial mask.	____	____

	YES	NO
19. Used the electric sprayer.	____	____
20. Blotted excess astringent.	____	____
21. Applied moisturizer.	____	____
22. Sanitized implements, equipment and hands.	____	____
23. Sanitize work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Proper product selected	4	3	2	1
Removed all traces of product	4	3	2	1
Skin soft and smooth	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 —	Skilled — Can perform job with no additional training
3 —	Moderately skilled — Has performed job during training program; limited additional training may be required
2 —	Limited skill — Has performed job during training program; additional training is required to develop skill
1 —	Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 7	GIVING FACIALS WITH THE AID OF MACHINES	IV

JOB SHEET 7

Perform a facial on couperose skin.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered the materials needed.	____	____
2. Turned on the facial machine.	____	____
3. Draped the client.	____	____
4. Sanitized hands.	____	____
5. Dotted cleansing cream on client's face.	____	____
6. Removed the cleansing cream.	____	____
7. Analyzed the skin.	____	____
8. Applied massage cream.	____	____
9. Steamed and massaged the face.	____	____
10. Removed the massage cream.	____	____
11. Applied cleansing cream to face.	____	____
12. Used the electric brush.	____	____
13. Removed excess cleansing cream.	____	____
14. Applied skin freshener.	____	____
15. Applied treatment cream.	____	____
16. Used the infra-red lamp, galvanic current or high frequency current.	____	____
17. Applied facial mask.	____	____
18. Removed facial mask.	____	____
19. Used the electric sprayer.	____	____
20. Blotted the excess skin freshener.	____	____

	YES	NO
21. Applied moisturizer or humectant.	____	____
22. Sanitized implements, equipment and hands.	____	____
23. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
No irritated areas	4	3	2	1
Proper selection of product	4	3	2	1
All traces of product removed	4	3	2	1
Skin soft and smooth	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 —	Skilled — Can perform job with no additional training
3 —	Moderately skilled — Has performed job during training program; limited additional training may be required
2 —	Limited skill — Has performed job during training program; additional training is required to develop skill
1 —	Unskilled — Is familiar with process, but is unable to perform job

WRITTEN TEST	GIVING FACIALS WITH THE AID OF MACHINES	IV

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with giving facials with the aid of machines to their correct definitions. Write the correct letters in the blanks.

_____1. A low voltage direct current that soothes nerves, decreases blood supply to the skin and hardens skin tissues

_____2. Having opposite poles, negative and positive, like a magnet

_____3. The process of loosening and softening oil and dirt in hair follicles

_____4. A heat producing current that has a germicidal action to treat skin and scalp disorders

a. Disincrustation

b. Galvanic current

c. High frequency current

d. Polarity

OBJECTIVE 2

Describe the effects of machines used to perform facials on various skin types.

- Electric brush _____

_____

_____

- Electric sprayer _____

_____

_____

- Facial steamer _____

_____

_____

- Galvanic current _____

_____

_____

- High frequency current _____

_____

_____

- Infra-red lamp _____

_____

_____

- Ultra-violet lamp _____

_____

_____

OBJECTIVE 3 **Discuss the effects of the different polarities of galvanic current.**

- Negative polarity _____

_____

_____

- Positive polarity _____

_____

_____

OBJECTIVE 4 **List safety precautions for using machines during a facial service.**

1. _____
2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

NOTICE The following job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 5 **Demonstrate the ability to:**

a. **Perform a facial on normal skin.** RATING _____

b. **Perform a facial on dry skin.** RATING _____

c. **Perform a facial on mature skin.** RATING _____

d. **Perform a facial on oily skin.** RATING _____

e. **Perform a facial on combination skin.** RATING _____

f. **Perform a facial on problem, blemished skin.** RATING _____

g. **Perform a facial on couperose skin.** RATING _____

WRITTEN TEST ANSWERS	GIVING FACIALS WITH THE AID OF MACHINES IV

OBJECTIVE 1

1. b
2. d
3. a
4. c

OBJECTIVE 2

- Electric brush — Used to remove the dead skin cells from the skin and to remove any dirt and debris from the pores
- Electric sprayer — Used to apply an astringent or skin freshener uniformly to the skin and to clean out dirt from the pores
- Facial steamer — Used to open up the pores in the skin, soften dead skin cells, and increase blood circulation
- Galvanic current — Used to force treatment cream to penetrate deep into the skin and to draw the dirt and oils in the pore to the surface of the skin
- High frequency current — Used to force further penetration of products into the skin, stimulates circulation and glandular activity, and produces a germicidal effect by creating an ozone around the electrodes
- Infra-red lamp — Produces a heating effect and increases circulation and glandular activity
- Ultra-violet lamp — Produces germicidal effects, stimulates blood circulation, and promotes the excretion of waste found in the skin

OBJECTIVE 3

- Negative polarity — The client holds the positive pole while you apply the current with the negative pole. The negative pole forces liquids to further penetrate the skin and to increase blood circulation. This method is used for disincrustation.
- Positive polarity — The client holds the negative pole while you apply the current with the positive pole. The positive pole draws out dirt and oils from deep within the skin, closes the pores of the skin, and reduces redness and irritation of the skin.

OBJECTIVE 4

1. Check all cords before using the machines.
2. Check water level on facial steamer.
3. Check to make sure all facial machines are in working order.
4. Read all manufacturer's directions before using any machine.

5. Do not use any facial machine on clients who have heart problems, high blood pressure, or who are pregnant.
6. If any machine irritates the client, discontinue use.
7. Sanitize all glass and metal implements after use on client.
8. Avoid leaving client alone when connected to an electrical device.
9. Apply cotton pledgets or tinted safety glasses to protect the client's eyes when using therapy lamps.

OBJECTIVE 5 Refer to Practical Test for Job Sheets 1 through 7.

OBJECTIVE SHEET	**RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP** V

INTRODUCTION

A career in stage makeup is an exciting way to use your creative talents. Not only do you get to work behind the scenes, but makeup is very important to a play or television show. The makeup must place the actor in the proper setting, age frame, and personality of the character. An art class is recommended to enhance your skills.

UNIT OBJECTIVE

After completing this unit, the student should be able to discuss the basic principles of stage makeup. The student will demonstrate these competencies by completing job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

Basic Facialist.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with the basic principles of stage makeup to their correct definitions.
2. Select from a list the principles for sketching highlights and shadows.
3. Complete statements about sculpturing faces with clay.
4. Describe the effects of lighting on stage makeup.
5. List factors to consider when designing makeup for a character.
6. Match products used for stage makeup to their correct functions.
7. Arrange in order the steps for designing stage makeup.
8. Demonstrate the ability to:
   a. Sketch highlights and shadows. (Job Sheet 1)
   b. Sculpture a face with clay. (Job Sheet 2)

SUGGESTED ACTIVITIES	RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP V

PREPARATION

- Order materials to supplement the unit.

  NOTE: See suggested resources and unit references.

- Study the specific objectives to determine those to be covered in lecture presentations.

- Plan additional tasks to be covered in classroom presentations.

- Guest speakers.

  — Invite a drama teacher from a local high school or college to speak to the class.

  — Invite a makeup artist from a local community playhouse to speak to the class.

  — Invite an actor from a local community playhouse to speak to the class.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.

- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Go over the terms and definitions with the students to introduce them to the unit.

- Make flash cards with the terms and definitions and have the students quiz each other.

- Have the students talk to a photographer or do research on photo makeup.

  NOTE: Students may be interested in photo makeup instead of stage makeup.

Objective 2

- Demonstrate highlighting and shadowing by creating different effects on a student volunteer.
- Have the students complete Job Sheet 1.

Objective 3

- Demonstrate forming a face out of clay. Show the class various changes of the face.
- Have the students do Job Sheet 2.

Objective 4

- Ask to sit in on a dress rehearsal of a local play to see the effects of lighting on stage makeup.
- Have students practice applying makeup on each other.
- Demonstrate the effects of lighting by directing various control lights at the students. Have them document the results.

Objectives 5 and 6

- Give the students a sample character with some background information, and have the students determine what the character should look like.
- Have the students bring pictures of people from various time periods and places. Discuss the distinguishing characteristics of each time period and location that would influence the look of the character.
- Have a guest speaker to speak about analyzing the characters in a play.
- Show the different products needed to perform stage makeup.
- Demonstrate how to use the different products needed for stage makeup.
- Have a makeup artist or drama instructor speak to the class about the products used for stage makeup.

Objective 7

- Demonstrate to the class how to design stage makeup for specific characters.
- Have the students do Activity Sheet 1.

APPLICATION

Objective 8

- Have the students to do Job Sheets 1 and 2.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Practical test

- Give practical tests.

  NOTE: The practical test is used with the job sheets.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate students on product evaluation.
- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review materials as needed.
- Reteach and retest if necessary.

- Counsel students individually on practical test results and explain the evaluator comments.

Written test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give the written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Corson, Richard. *Stage Makeup*. Eighth edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1989.
- Place, Stan Campbell. *The Art and Science of Professional Makeup*. Bronx, New York: Milady Publishing Corp., 1989.

PRETEST ANSWERS

RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP V

EVALUATOR

Use the following answer key to determine the student's individual study requirements from the pretest results. Next use the table to find the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3
2	4, 5
3	6
4	7, 8
5	9, 10
6	11, 12, 13, 14, 15
7	16, 17

ANSWER KEY

1. b
2. c
3. d
4. b
5. a
6. d
7. a
8. c
9. b
10. d
11. c
12. b
13. b
14. c
15. a
16. b
17. c

OBJECTIVE 8

Refer to Practical Test for Job Sheets 1 and 2.

RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP

NAME _____ SCORE _____

OBJECTIVE 1

Match definitions to their terms by placing the correct letters in the blanks.

_____1. To bring out is:

a. Complementary color
b. Highlighting
c. Neutralize
d. Shadowing

_____2. Artificial body or facial parts:

a. Highlighter
b. Neutralizer
c. Prosthetics
d. Shadows

_____3. To darken and make smaller:

a. Highlight
b. Neutralize
c. Prosthetics
d. Shadowing

_____4. For dramatic effects, apply highlights and shadows:

a. Under the foundation
b. Over the foundation
c. By themselves
d. To dominate areas

_____5. For subtle effects, apply highlights and shadows:

a. Under the foundation
b. Over the foundation
c. By themselves
d. To dominate areas

_____6. A reason for sculpturing with clay is:

a. To experiment working with clay
b. To practice applying stage makeup
c. To practice removing facial features from the actors
d. To experiment with forming facial features

_____7. An effect of lighting on stage makeup is that:

a. Makeup colors fade out
b. Makeup colors intensify
c. Makeup colors do not change
d. Makeup colors look ashy

_____8. Makeup may not need to be adjusted for:

a. Different characters
b. Different lighting
c. Different performances
d. Different scenes

_____9. One of the following is not a factor used when analyzing a character:

a. Age
b. Lighting
c. Setting of the play
d. Distinguishing characteristics

_____10. To determine what the character should look like, you must consult the director, the actor and the:

a. Lighting person
b. Other actors
c. Stage hand
d. The script

_____11. The product used to build up areas of the face that is not as adhesive as nose putty:

a. Putty wax
b. Spirit gum
c. Derma wax
d. Sealer

_____12. An adhesive used to attach prosthetics, crepe hair, and other makeup constructions is:

a. Derma wax
b. Spirit gum
c. Tape
d. Sealer

_____13. The product used to build up bony areas of the face:

a. Derma wax
b. Nose putty
c. Putty wax
d. Latex

_____14. A flexible rubber used to make prosthetic pieces and to create texture and wrinkles is called:

a. Derma wax
b. Eyebrow plastic
c. Latex
d. Spirit gum

_____15. To block out hair to make receding hairlines and baldness:

a. Soap
b. Sealer
c. Grease paint
d. Tape

_____16. To draw an accurate design of a character's makeup:

a. Design the makeup on a generic face
b. Trace over a photo of the actor on tracing paper
c. Draw the makeup on a photo of the actor
d. Design the makeup on the actor's face

_____17. Taking a picture of the finished makeup design is for the artist:

a. To adjust the makeup next performance
b. To redesign the makeup
c. To use as a guide for each performance
d. To use on every character

NOTICE

In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective.

OBJECTIVE 8

Demonstrate the ability to:

a. Sketch highlights and shadows. RATING _____

b. Sculpture a face with clay. RATING _____

INFORMATION SHEET	RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP V

OBJECTIVE 1

Match terms associated with the basic principles of stage makeup to their correct definitions.

- **Complementary colors** — Two colors directly across from each other on the color wheel, that when mixed in equal proportion create a neutral color
- **Highlighting** — To lighten and make larger
- **Neutralize** — Combining equal amounts of two complementary colors with the results having none of the characteristics of either colors
- **Prosthetics** — Artificial body or facial parts that attach to the body to add to the features of the actor
- **Shadowing** — To darken and make smaller

OBJECTIVE 2

Select from a list the principles for sketching highlights and shadows.

- Highlighting brings out the areas where it is applied.
- Shadowing fades out areas where it is applied.
- Highlighting and shadowing should be applied to small areas with flat sable brushes.
- Large areas should be highlighted or shadowed with a sponge.
- For dramatic effects, apply highlights and shadows over the foundation.
- For a subtle effect, highlights and shadows should be applied under foundation.
- Apply the highlights and shadows to the dominate areas first and then soften the color by blending it out.

- Color should be applied in layers until the desired effect is achieved.

  NOTE: You can always add color but you may find it difficult to remove the color without ruining the effect.

OBJECTIVE 3 **Complete statements about sculpturing faces with clay.**

- Modeling a **head** out of clay gives the artist an understanding of the facial **anatomy.**
- Sculpturing with clay allows the artist to **redesign** the facial features to **experiment** with different looks.
- Sculpturing with clay helps the artist to properly form facial **features.** The practice is needed when the artist must form **prosthetics.**

OBJECTIVE 4 **Describe the effects of lighting on stage makeup.**

- **Stage lights fade out makeup colors.** To achieve the correct amount of makeup, apply makeup under lights similar to stage lights. Also, if possible, look at the makeup on a lighted stage from the viewpoint of the audience. This is the best way to see how the makeup looks under the harsh stage lighting.
- **The color of the stage lighting will enhance the same colors and neutralize complementary colors.** For example, florescent lights bring out the greens and cool colors and neutralize the reds and warm colors.
- **Makeup may have to be adjusted for different scenes.** Because different scenes may require different lighting effects, the makeup suitable for one scene may look washed out or too intense in another.

OBJECTIVE 5 **List factors to consider when designing makeup for a character.**

- **Age** — Before beginning the makeup process, you must know the age of the character. You also need to know if the character ages during the play or show.

- **Distinguishing characteristics** — This may be stated by the director, the actor, or may be written into the script as the character description. It could also be what you as the artist perceive as the character.

- **Setting of the play** — The character must fit into the time and setting of the play. If the character does not fit into the setting of the play, the audience may lose interest in the play. Research must be done before the actor is ever made-up.

OBJECTIVE 6

Match products used for stage makeup to their correct functions.

- **Crepe hair** — Wool or human hair used for beards, mustaches and eyebrows

- **Derma wax** — Used to build up areas of the face; not as adhesive as nose putty, but is easier to remove

- **Eyebrow plastic** — A plastic film applied to the eyebrows to block them out; comes in stick form

- **Grease paint** — The basic foundation used in stage makeup

  NOTE: It has a heavier consistency than regular foundation.

- **Latex** — A flexible rubber used to make prosthetic pieces and to create texture and wrinkles

- **Nose putty** — Used to build up bony areas of the face; a pliable material that is very adhesive

- **Putty wax** — A combination of putty and wax used to build up areas; more adhesive than derma wax but easier to remove than nose putty

- **Sealer** — Used to add texture and wrinkles to the skin and to protect prosthetics

- **Soap** — Used to block out hair to make receding hairlines and baldness

- **Spirit gum** — An adhesive used to attach prosthetics, crepe hair and other makeup constructions

- **Tape** — Used to move skin to create effects

  NOTE: Using tape along the sides of the face can remove the excess skin; using it in the brow and eye area can change the shape of the eyes and eyebrows

OBJECTIVE 7

Arrange in order the steps for designing stage makeup.
(Activity Sheet 1)

1. Discuss with the director and the actor what the character should look like. Agree on age and distinguishing characteristics.
2. Place a photograph of the actor under a piece of tracing paper. Outline the actor's face, nose, and eyes. Draw in the desired makeup for the character.
3. Apply the makeup to the actor.
4. Look at the actor on a lighted stage from the audience.
5. Adjust the makeup for the stage lighting.
6. Take a picture of the actor with the proper makeup.

   NOTE: This will serve as a guide to ensure that the makeup is consistent at each performance.

ACTIVITY SHEET 1	RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP	V

NAME _____ SCORE _____

DIRECTIONS

Sketch the proper stage makeup on the face.

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure

1. Draw a demon character.

2. Draw an old western gunfighter.

3. Draw a creative face.

JOB SHEET 1	RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP	V

OBJECTIVE 8a

Sketch highlights and shadows.

IMPLEMENTS, EQUIPMENT AND SUPPLIES

- Facial sponges (2)
- Flat sable brushes (2)
- Towels
- Shampoo cape or shop gown
- Neck strips
- White highlighter or light foundation
- Dark foundation

PROCEDURES

General Relating Skills
- Interact with clients/ customers

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

1. Gather equipment and supplies.
2. Drape client for a facial service.
3. Sanitize your hands.
4. With a flat sable brush, outline the small areas that need highlighting with the light foundation.

FIGURE 1

5. Blend the highlighter with a facial sponge.

FIGURE 2

6. Outline the same areas that need shadowing with the dark foundation using the other sable brush.
7. Blend the shadowing with a facial sponge.
8. Sanitize implements, equipment and hands.
9. Sanitize work area.
10. Have instructor evaluate your work.

JOB SHEET 2	RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP	V

OBJECTIVE 8b

Sculpture a face with clay.

IMPLEMENTS, EQUIPMENT AND SUPPLIES

- Piece of cardboard
- Orangewood stick
- 8 to 10 pounds of clay
- A piece of wax paper
- Masking tape
- Spray bottle of water

PROCEDURE

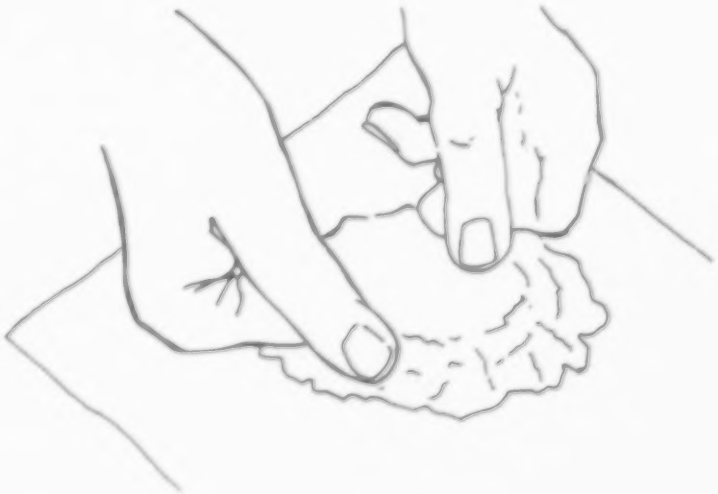
General Relating Skills
- Interact with clients/ customers

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

1. Gather materials and supplies.
2. Sanitize hands.
3. Place the piece of wax paper on cardboard and tape it down.
4. Cut the clay into blocks small enough to work with. (Approximately 4-inch blocks.)
5. Knead the clay until it becomes pliable.
6. Place the clay on the wax paper. Press the ends firmly to the wax paper.

FIGURE 3

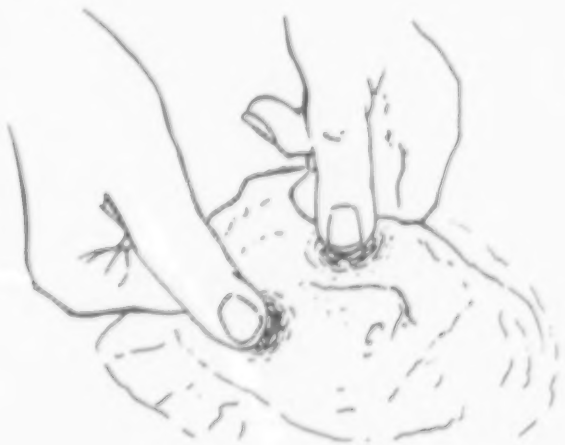


7. Continue adding clay until you have a mound approximately the size of a face.

8. Smooth the clay out so that there are no joint lines.

9. Determine where the eyes should be. Place each thumb where the eye sockets should be and press down.

FIGURE 4



10. Mold a small piece of clay into a nose.

    NOTE: It is easier to make the nose larger and then cut away the excess.

11. Form the mouth next. Develop the lips.

12. Form the chin area.

FIGURE 5

13. Add the wrinkle lines to the face. These lines are found on the forehead, under and around the eyes, and around the mouth area.

14. Sanitize implements, equipment and hands.

15. Sanitize work area.

16. Have instructor evaluate your work.

PRACTICAL TEST 1	RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP V

JOB SHEET 1

Sketch highlights and shadows.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered supplies.	____	____
2. Draped client.	____	____
3. Sanitized hands.	____	____
4. Outlined highlighted areas.	____	____
5. Blended highlighted areas.	____	____
6. Outlined shadow areas.	____	____
7. Blended shadow areas.	____	____
8. Sanitized implements, equipment and hands.	____	____
9. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
No line of demarcation between two colors	4	3	2	1
Proper colors used for shadowing and highlighter	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training
3 — Moderately skilled — Has performed job during training program; limited additional training may be required
2 — Limited skill — Has performed job during training program; additional training is required to develop skill
1 — Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 2	RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP	V

JOB SHEET 2

Sculpture a face with clay.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered supplies.	____	____
2. Sanitized hands.	____	____
3. Taped wax paper to cardboard.	____	____
4. Cut clay into blocks.	____	____
5. Kneaded clay.	____	____
6. Placed clay on paper.	____	____
7. Made clay into a mound.	____	____
8. Smoothed clay.	____	____
9. Formed eyes.	____	____
10. Molded nose.	____	____
11. Formed mouth.	____	____
12. Formed chin.	____	____
13. Added wrinkles.	____	____
14. Sanitized implements, equipment and hands.	____	____
15. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Facial features are appropriate proportion	4	3	2	1
Structural formation	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training
3 — Moderately skilled — Has performed job during training program; limited additional training may be required
2 — Limited skill — Has performed job during training program; additional training is required to develop skill
1 — Unskilled — Is familiar with process, but is unable to perform job

WRITTEN TEST	RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP V

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with basic principles of stage makeup to their correct definitions. Write the correct letters in the blanks.

_____1. To darken and make smaller.

_____2. To lighten and make larger.

_____3. Artificial body or facial parts that attach to the body to add to the features of the actor

_____4. Two colors directly across from each other on the color wheel that when mixed in equal proportions create a neutral color

a. Complementary colors

b. Highlighting

c. Neutralize

d. Prosthetics

e. Shadowing

OBJECTIVE 2

Select from a list the principles for sketching highlights and shadows. Write an "X" in the blank before each correct answer.

_____1. Large areas should be highlighted or shadowed with a blush brush.

_____2. Apply the highlights and shadows to the dominate areas first and then soften the color by blending it out.

_____3. Shadowing brings out the areas where it is applied.

_____4. For subtle effects, apply highlights over the foundation.

_____5. Color should be applied in layers until the desired effect is achieved.

_____6. Highlighting and shadowing should be applied to small areas with flat sable brushes.

_____7. For dramatic effects, apply highlights and shadows over the foundation.

_____8. Highlighting brings out the areas where it is applied.

OBJECTIVE 3

Complete statements about sculpturing faces with clay. Write the correct words in the blanks.

1. Sculpturing with clay helps the artist to properly form facial _____. The practice is needed when the artist must form _____.
2. Sculpturing with clay allows the artist to _____ the facial features to _____ with different looks.
3. Modeling a _____ out of clay gives the artist an understanding of the facial _____.

OBJECTIVE 4

Describe the effects of lighting on stage makeup.

1. _____
   _____
2. _____
   _____
3. _____
   _____

OBJECTIVE 5

List three factors to consider when designing makeup for a character.

1. _____
2. _____
3. _____

OBJECTIVE 6

Match products used for stage makeup to their correct functions. Write the correct letters in the blanks.

_____1. Used to add texture and wrinkles to the skin and to protect prosthetics

_____2. Used to build up areas of the face; not as adhesive as nose putty, but is easier to remove

_____3. Used to block out hair, to make receding hairlines and baldness

_____4. Used to build up bony areas of the face; a pliable material that is very adhesive

_____5. An adhesive used to attach prosthetics, crepe hair, and other makeup constructions

_____6. Wool or human hair used for beards, mustaches, and eyebrows

_____7. Used to move skin to create effects

_____8. The basic foundation used in stage makeup

_____9. A plastic film applied to the eyebrows to block them out

_____10. A flexible rubber used to make prosthetic pieces and to create texture and wrinkles

a. Crepe hair
b. Derma wax
c. Eyebrow plastic
d. Grease paint
e. Latex
f. Nose putty
g. Putty wax
h. Sealer
i. Soap
j. Spirit gum
k. Tape

OBJECTIVE 7

Arrange in order the steps for designing stage makeup. Write a "1" in front of the first step, a "2" in front of the second step and so on.

_____a. Apply the makeup to the actor.

_____b. Take a picture of the actor with the proper makeup.

_____c. Place a photograph of the actor under a piece of tracing paper. Outline the actor's face, nose, and eyes. Draw in the desired makeup for the character.

_____d. Discuss with the director and the actor what the character should look like. Agree on age and distinguishing characteristics.

_____e. Look at the actor on a lighted stage from the audience.

_____f. Adjust the makeup for the stage lighting.

NOTICE

The following job sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8

Demonstrate the ability to:

a. Sketch highlights and shadows. RATING _____

b. Sculpture a face with clay. RATING _____

WRITTEN TEST ANSWERS	RECOGNIZING BASIC PRINCIPLES OF STAGE MAKEUP V

OBJECTIVE 1

1. e
2. b
3. d
4. a

OBJECTIVE 2

2, 5, 6, 7, 8

OBJECTIVE 3

1. features
   prosthetics
2. redesign
   experiment
3. head
   anatomy

OBJECTIVE 4

1. Stage lights fade out makeup colors.
2. The color of the stage lighting will enhance the same colors and neutralize complementary colors.
3. Makeup may have to be adjusted for different scenes.

OBJECTIVE 5

1. Age
2. Distinguishing characteristics
3. Setting of the play

OBJECTIVE 6

1.	h	6.	a
2.	b	7.	k
3.	i	8.	d
4.	f	9.	c
5.	j	10.	e

OBJECTIVE 7

a.	3	d.	1
b.	6	e.	4
c.	2	f.	5

OBJECTIVE 8

Refer to Practical Test for Job Sheets 1 and 2.

OBJECTIVE SHEET	APPLYING STAGE MAKEUP	VI

INTRODUCTION

In a play or on television, the audience must believe the character the actor is playing. Stage makeup plays a large part in making the character believable. If the makeup is not done properly, the audience may not accept the character or the production very well.

UNIT OBJECTIVE

After completing the unit, the student should be able to apply stage makeup. The student will demonstrate this competency by completing the job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

Basic Facialist.

SPECIFIC OBJECTIVE

After completing this unit, the student should be able to

1. Match terms associated with applying stage makeup to their correct definitions.
2. List reasons for stippling.
3. List in order the steps to use when modeling with paint.
4. Discuss the products used for three-dimensional makeup.
5. Arrange in order the steps for making prosthetic makeup.
6. Describe the steps to making beards and mustaches.
7. List ways to change an actor's hair.
8. Discuss the areas of consideration for creating a likeness.
9. Describe a non-realistic character.
10. Demonstrate the ability to
    a. Stipple to create beard stubble. (Job Sheet 1)
    b. Build a nose with nose putty and derma wax. (Job Sheet 2)
    c. Make a prosthetic chin. (Job Sheet 3)

d. Make a beard and mustache. (Job Sheet 4)

e. Block out a section of hair. (Job Sheet 5)

f. Create a clown with makeup. (Job Sheet 6)

SUGGESTED ACTIVITIES	APPLYING STAGE MAKEUP VI
PREPARATION	• Order materials to supplement the unit. • Study the specific objectives to determine those to be covered in lecture presentations. • Plan additional tasks to be covered in classroom presentations. • Guest speakers: — Invite a drama teacher from a local high school or college to speak to the class. — Invite the makeup artist from a local community theater to speak to the class. — Invite the makeup artist from a local television station to speak to the class. **NOTE:** Provide guest speakers with unit objectives and information sheets before they meet with the class. • Arrange for the use of all audiovisual equipment that will be needed.
DELIVERY	**Objectives 1 and 2** • Go over the terms and definitions with the students to introduce the unit. • Make flash cards with the terms and have the students quiz each other. • Demonstrate the reasons for stippling to the students. • Have the students practice stippling on each other in class. **Objectives 3 and 4** • Demonstrate to the class the effects of modeling with paint.

- Have the students model certain areas of the face on each other. An example would be to have the students model different types of noses on each other.
- Purchase the products used for three-dimensional makeup and explain to students how each product is used.
- Demonstrate how each product is used.
- Let the students experiment on each other with the products for three-dimensional makeup.
- Invite one of your guest speakers to visit the class and speak about the effects of three-dimensional makeup.

Objectives 5 and 6

- If you have access to an art department, speak to the instructor about a joint class on casting molds and making prosthetics.
- Make a prosthetic mold of a mannequin face.
- Invite one of your guest speakers to visit the class and speak about the application of beards and mustaches.
- Demonstrate applying a beard and mustache.

Objectives 7, 8, and 9

- Demonstrate on a student the effects that can be made by changing the hair.
- Have the students discuss hairstyle changes they have seen on different actors.
- Demonstrate blocking out a section of hair.
- Discuss with the students various actors they have seen whose looks have been changed to create a likeness.
- Have the students bring pictures and discuss what changes would have to be made to create a likeness.
- Have the students bring pictures of non-realistic characters.

- Have the students create non-realistic characters on each other.

APPLICATION

Objective 10

- Have the students do Job Sheets 1 through 6.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Practical test

- Give practical tests.

  NOTE: The practical test is used with the job sheets.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate students on product evaluation.
- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review materials as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test results, and explain the evaluator comments.

Written test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give the written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Corson, Richard. *Stage Makeup.* Eighth edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1989.
- Place, Stan Campbell. *The Art and Science of Professional Makeup.* Bronx, New York: Milady Publishing Corp., 1989.

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlations between objectives and written pretest questions.

Objective	Question
1	1, 2, 3, 4
2	5
3	6, 7, 8
4	9, 10, 11
5	12, 13, 14
6	15, 16, 17
7	18, 19
8	20, 21
9	22

ANSWER KEY

1.	b	12.	a
2.	d	13.	b
3.	a	14.	d
4.	b	15.	b
5.	b	16.	a
6.	c	17.	c
7.	a	18.	b
8.	c	19.	d
9.	a	20.	a
10.	c	21.	c
11.	d	22.	d

OBJECTIVE 10

Refer to Practical Test for Job Sheets 1 through 6.

APPLYING STAGE MAKEUP

NAME _____ SCORE _____

Match definitions to their terms by placing the correct letters in the blanks.

_____1. The distinct line between two colors is:

a. Cast
b. Demarcation
c. Mold
d. Moulage

_____2. The product used to make imprints of a human feature is:

a. Cast
b. Demarcation
c. Mold
d. Moulage

_____3. Giving shape by pouring liquid into a mold and letting it harden is:

a. Cast
b. Mold
c. Moulage
d. Stippling

_____4. The frame around something that is formed is called a:

a. Cast
b. Mold
c. Moulage
d. Prosthetic

_____5. Which of the following is NOT a reason for stippling?

a. To add color
b. To remove color
c. To cover prosthetic edges
d. To blend color

_____6. When modeling with paint, the color that goes on the entire face first, is:

a. The light color
b. The dark color
c. The medium color
d. The highlight color

_____7. The best way to blend the areas together is to use a:

a. Stipple sponge
b. Makeup sponge
c. Flat sable brush
d. Powder puff

_____8. To set the makeup after modeling with paint use:

a. White face powder
b. Talc powder
c. Translucent powder
d. Bronzing powder

_____9. The product that can be used with cotton, nose putty or under latex to build up areas of the face is:

a. Derma wax
b. Gelatin
c. Putty wax
d. Spirit gum

_____10. The product that can be used with derma wax to create effects that are more adhesive than derma wax alone:

a. Eyebrow plastic
b. Gelatin
c. Putty wax
d. Spirit gum

_____11. Used to adhere three-dimensional makeup to the face:

a. Gelatin
b. Latex
c. Nose putty
d. Spirit gum

_____12. How long should the plaster set after making a positive plaster cast?

a. Several days
b. Several hours
c. Several minutes
d. One hour

_____13. The moulage mixture is applied to the subject with a:

a. Sponge
b. Paint brush
c. Cotton swabs
d. Putty knife

_____14. What is used to strengthen the moulage mixture on the subject?

a. Dowel rods
b. Spatulas
c. Wire
d. Plaster bandages

_____15. The inexpensive type of hair to use to make beards and mustaches is:

a. Human hair
b. Crepe hair
c. Horse hair
d. Yak hair

_____16. The product used to adhere the hair to the upper lip and *beard region* is:

a. Spirit gum
b. Tape
c. Glue
d. Honey wax

_____17. To keep the mustache and beard hair from sticking to your hands, press it to the subject with a:

a. Paper towel
b. Cotton strip
c. Lint-free cloth
d. Facial tissue

_____18. If an actor has too much hair for the character, you should:

a. Restyle the hair
b. Block out the hair
c. Have the actor wear a hairpiece
d. Have the actor wear a wig

_____19. If the actor does not have enough hair for the character, you should:

a. Cut the actor's hair
b. Soap out the actor's hair
c. Grey the actor's hair
d. Have the actor wear a hairpiece

_____20. When creating a likeness, if the forehead is larger than the actor has, you should:

a. Shadow it
b. Highlight it
c. Draw in wrinkles
d. Leave it alone

_____21. When creating a likeness, to make the nose smaller it must be done by:

a. Nose putty
b. A latex prosthetic
c. Shadowing it
d. Highlighting it

_____22. Which of the following is not a non-realistic character?

a. Witches
b. Angels
c. Elves
d. Bums

NOTICE

In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective.

OBJECTIVE 10

Demonstrate the ability to

a. Stipple to create beard stubble. RATING _____

b. Build a nose with nose putty and derma wax. RATING _____

c. Make a prosthetic chin. RATING _____

d. Make a beard and mustache. RATING _____

e. Block out a section of hair. RATING _____

f. Create a clown with makeup. RATING _____

OBJECTIVE 1

Match terms associated with applying stage makeup to their correct definitions.

- **Cast** — Giving shape by pouring liquid into a mold and letting it harden
- **Demarcation** — The distinct line between two colors
- **Mold** — The frame around something that is formed
- **Moulage** — The product used to make imprints of a human feature
- **Prosthetic** — An artificial part that attaches to the body
- **Stippling** — The process of using a brush or sponge to create texture to makeup

OBJECTIVE 2

List reasons for stippling.

Stippling can be done with a sponge or a brush to create various effects.

- **To add texture** — Using different colors applied over foundation will create the illusion of sunburn, suntan, pock marks, or a beard stubble.
- **To blend color** — Stippling where two colors meet will blend the line of demarcation.
- **To add color** — Modification of the makeup can be done by stippling. Also, liver spots and freckles can be added by stippling.
- **To cover prosthetic edges** — Stippling grease paint makeup at the edges of prosthetics will hide the edges where it was attached.

OBJECTIVE 3

List in order the steps to use when modeling with paint.

1. Select the paint colors before beginning. Include light, medium, and dark colors. The medium color will be the base color.

2. Apply the medium color to the entire face evenly.
3. Apply the lighter color to the areas that are to be highlighted.
4. Blend the edges of the lighter color into the medium color.
5. Apply the darker color to the areas that are to be shadowed.
6. Blend the edges of the darker color into the medium color.
7. Stipple the blended areas for a better blend.
8. Lightly dust the face with a translucent powder to set the makeup.

OBJECTIVE 4 **Discuss the products used for three-dimensional makeup.**

- **Derma wax** — Derma wax can be used with cotton, nose putty, or under latex to build up areas of the face.
- **Eyebrow plastic** — Eyebrow plastic can be used under various products to aid in the application of three-dimensional makeup.
- **Gelatin** — Packaged gelatin mixed with hot water and alfalfa seeds can be made to look like moles, warts, or can be made into prosthetics.
- **Latex** — Latex can be mixed with cotton, tissue, cornmeal, or various products to create three-dimensional makeup.
- **Nose putty** — Nose putty can be used to build up the nose, chin, and other bony areas of the face. It can also be used under derma wax and latex to create various effects.
- **Putty wax** — Putty wax can be used with derma wax to create effects that are more adhesive than derma wax alone.
- **Spirit gum** — Spirit gum is used to adhere the three-dimensional makeup to the face.

OBJECTIVE 5 **Arrange in order the steps for making prosthetic makeup.**

1. Prepare the subject. Put his/her hair back and in a latex cap if necessary. Protect the subject's clothes with a shampoo cape or a lightweight painter's drop cloth. Have the subject sit in an upright position.

2. Prepare the moulage mixture.

3. Brush the mixture over the subject. It should be approximately ⅓ inch thick. Leave the subject holes at the nostrils to breathe. Tell the subject to keep his/her eyes closed.

4. Allow the moulage to dry.

5. Lay plaster bandages over the dry moulage to strengthen the mold.

6. Have the subject lean forward and move his/her facial muscles. Remove moulage.

7. Mix up plaster.

8. Make a positive plaster cast by pouring the plaster into the negative moulage mold.

9. Remove moulage from plaster when it hardens.

10. Allow the plaster to set for several days to completely harden.

11. Model, with clay, the features to be made on the plaster mold.

12. Make a negative mold of the feature with plaster. Allow the plaster to dry.

13. Paint latex into the negative mold. Allow the latex to dry.

14. Powder the dried latex in the mold.

15. Remove the latex prosthetic.

OBJECTIVE 6 **Describe the steps to making beards and mustaches.**

1. Prepare the hair to be used. Crepe hair is less expensive than human hair and creates the same effect.

2. Apply spirit gum to the upper lip. When the spirit gum becomes tacky, press the hair to it with a lint-free cloth.

3. Apply the spirit gum to the beard area and allow it to become tacky.

4. Place the hair and press it in place with a lint-free cloth.

5. Trim the mustache and beard to the appropriate length and shape.

OBJECTIVE 7 **List ways to change an actor's hair.**

- Have the actor's hair cut.
- Have the actor's hair restyled.
- Block out or soap out the actor's hair.
- Grey the actor's hair.
- Have the actor wear a hairpiece.
- Have the actor wear a full wig.

OBJECTIVE 8 **Discuss the areas of consideration for creating a likeness.**

- **Hairline** — Compare the desired hairline to the actual hairline. Decide if the hair will have to be blocked out or if more hair is needed.
- **Forehead** — Determine the length and width of the desired forehead. Shadowing and highlighting may be needed to create a similar forehead.
- **Eyebrows** — Eyebrows may need to be blocked out, repositioned, or added to.
- **Nose** — The size of the nose should be observed. If the nose needs to be made bigger, you may need to add nose putty. If the nose needs to appear smaller, you should shadow it to make it look smaller.
- **Cheeks** — The position of the cheekbones and their prominence can be created by highlighting, shadowing, or by using putty wax to build up the area.
- **Mouth** — The shape and size of the mouth can be changed to look fuller or smaller by using foundation and lip liner to redesign the lips.
- **Chin** — The chin can be made larger by using putty wax, or it can be made to look smaller by using shadows.

- **Jawline** — The jaw can be changed by using highlights and shadows to create similar jawlines.

- **Facial shape** — The general shape of the face can be changed by using highlights and shadows. Areas that need to be more prominent should be highlighted and those that need to be less prominent should be shadowed.

OBJECTIVE 9 **Describe a non-realistic character.**

A non-realistic character is one that is either non-human or an exaggerated human. The makeup for a non-realistic character can either be simple or elaborate depending on the effect the character is to have on the audience. Examples of non-realistic characters are demons, witches, clowns, cats, or angels.

JOB SHEET 1	APPLYING STAGE MAKEUP	VI

OBJECTIVE 10a

Stipple to create beard stubble.

IMPLEMENTS, EQUIPMENT AND SUPPLIES

- Shampoo cape or shop gown
- Flat sable brushes
- Stippling sponge
- Foundation to match the skin
- Black or brown grease paint
- Translucent powder

PROCEDURE

General Relating Skills
- Interact with clients/ customers

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

1. Gather the materials needed.
2. Drape client.
3. Sanitize your hands.
4. Apply the basic foundation color evenly to the entire face.
5. With the stippling sponge, apply the black or brown grease paint to the beard and mustache areas.

FIGURE 1

6. Lightly dust the face with translucent powder using the sable brush.

7. Sanitize implements, equipment and hands.

8. Sanitize work area.

9. Have instructor evaluate your work.

JOB SHEET 2	APPLYING STAGE MAKEUP	VI

OBJECTIVE 10b

Build a nose with nose putty and derma wax.

IMPLEMENTS, EQUIPMENT AND SUPPLIES

- Shampoo cape
- Makeup sponge
- Nose putty
- Derma wax
- Grease paint to match the skin
- Cleansing cream

PROCEDURE

General Relating Skills
- Interact with clients/ customers

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

1. Gather the materials needed.
2. Drape the client.
3. Sanitize hands.
4. Cleanse and dry the client's skin.

   NOTE: The skin must be clean and dry for the nose putty to adhere.
5. Apply a very small amount of cleansing cream to your fingers.
6. Get a small amount of nose putty and knead it until it becomes very pliable.
7. Stick the nose putty to the area of the nose you want to build.

FIGURE 2

8. Mold the putty into the desired shape.

9. Blend the edges in with the client's skin.

FIGURE 3

10. Apply a thin layer of derma wax over the nose putty.

11. Smooth the edges into the skin.

12. Apply grease paint over the entire face.

13. Sanitize implements, equipment and hands.

14. Sanitize work area.

15. Have instructor evaluate your work.

OBJECTIVE 10c

Make a prosthetic chin.

IMPLEMENTS, EQUIPMENT AND SUPPLIES

- Shampoo cape or lightweight dropcloth
- Painter's brush
- Moulage
- Plaster bandages
- Modeling clay
- Latex
- Talc powder

PROCEDURE

General Relating Skills
- Interact with clients/ customers

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

1. Gather the materials needed.
2. Drape the client.
3. Sanitize hands.
4. Prepare the moulage mixture according to manufacturer's directions.
5. Brush the moulage over the chin area. The mixture should be about ⅓ inch thick.

FIGURE 4

5. Allow the moulage to dry. This will take approximately 15 to 30 minutes.

6. After the moulage has dried, apply plaster bandages to the moulage.

7. After the plaster bandages have dried, have the client lean forward and wiggle his/her chin.

8. Carefully remove the moulage mold.

9. Mix up the plaster and pour it into the moulage mold.

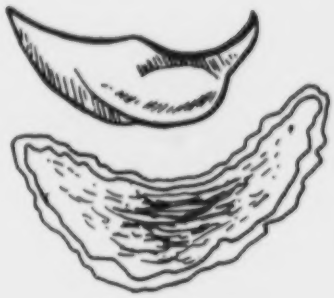
FIGURE 5

10. When the plaster hardens, remove the moulage from the plaster.

11. Let the plaster mold set for a few days to continue hardening.

12. Form the new chin with modeling clay.

FIGURE 6



13. Lightly dust the clay with the talc powder.
14. Paint latex over the modeling clay and allow it to dry.
15. Gently remove the latex prosthetic from the clay.
16. Sanitize implements, equipment and hands.
17. Sanitize work area.
16. Have instructor evaluate your work.

JOB SHEET 4	APPLYING STAGE MAKEUP	VI

OBJECTIVE 10d

Make a beard and mustache.

IMPLEMENTS, EQUIPMENT AND SUPPLIES

- Shampoo cape
- Lint-free cloth
- Scissors
- Crepe hair
- Spirit gum

PROCEDURE

General Relating Skills
- Interact with clients/ customers

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

1. Gather the materials needed.
2. Drape the client.
3. Sanitize hands.
4. Straighten and separate the crepe hair.
5. Apply spirit gum on the upper lip.
6. Allow the spirit gum to become tacky.
7. Press the crepe hair to the upper lip using a lint-free cloth to keep your fingers from sticking to the hair.

FIGURE 7

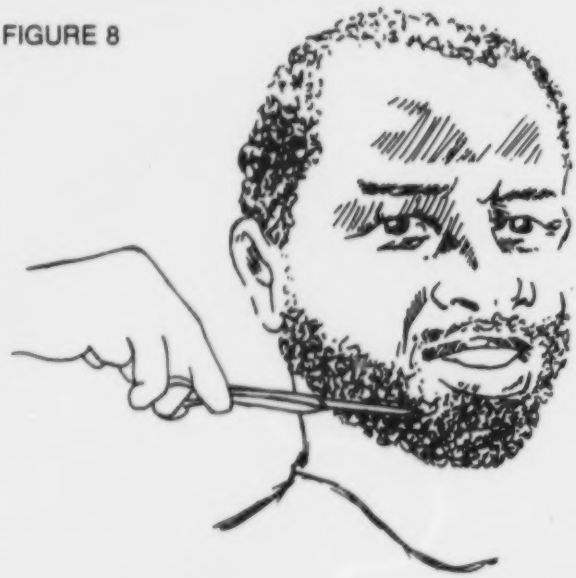
8. Apply the spirit gum to the beard region. Allow it to become tacky.

9. Press the hair to the beard area using a lint-free cloth.

10. Trim the mustache to the desired length.

11. Trim the beard to the desired length.

FIGURE 8



12. Sanitize implements, equipment and hands.

13. Sanitize work area.

14. Have instructor evaluate your work.

JOB SHEET 5	APPLYING STAGE MAKEUP	VI

OBJECTIVE 10e

Block out a section of hair.

IMPLEMENTS, EQUIPMENT AND SUPPLIES

- Shampoo cape
- Powder puff
- Blow dryer
- Soap (that has been soaked in water overnight)
- Talc powder
- Spirit gum
- Derma wax
- Grease paint to match the skin

PROCEDURE

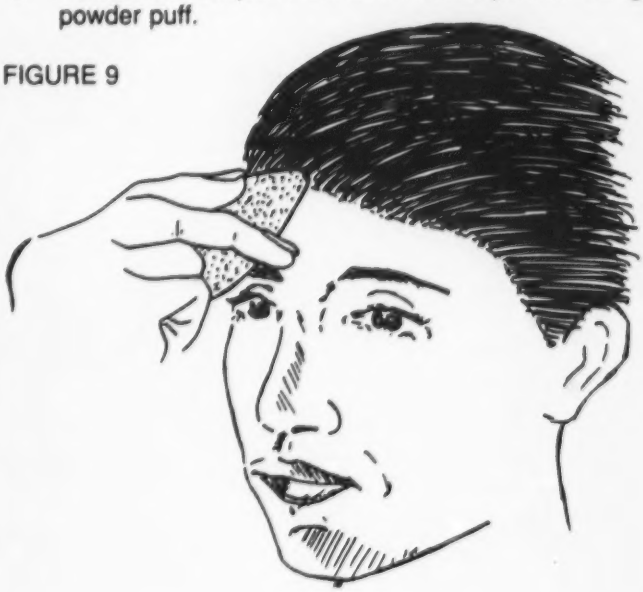
1. Gather the materials needed.
2. Drape the client.
3. Sanitize hands.
4. Apply soap to the hair just beyond the hairline and flatten the hair.
5. Dry the soap with the blow dryer.
6. Powder the soaped area with the talc powder using the powder puff.

General Relating Skills
- Interact with clients/ customers

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

FIGURE 9

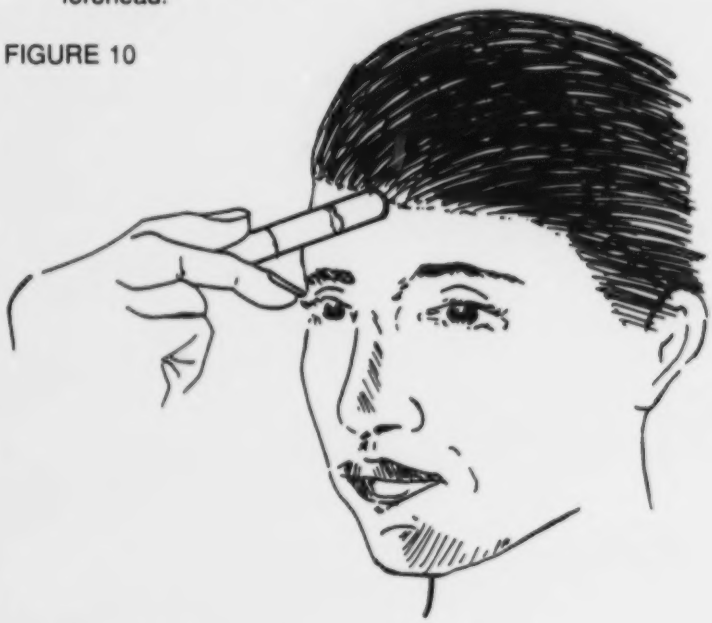


6. Apply spirit gum to the soaped out area. Dry with the blow dryer.

7. Apply derma wax over the spirit gum.

8. Apply the grease paint over the derma wax and blend with the forehead.

FIGURE 10



9. Sanitize implements, equipment and hands.

10. Sanitize work area.

11. Have instructor evaluate your work.

JOB SHEET 6	APPLYING STAGE MAKEUP	VI

OBJECTIVE 10f

Create a clown with makeup.

IMPLEMENTS, EQUIPMENT AND SUPPLIES

- Shampoo cape
- Makeup brushes
- Clippies
- White grease paint
- Black grease paint
- Red grease paint
- Black eyebrow pencil

PROCEDURE

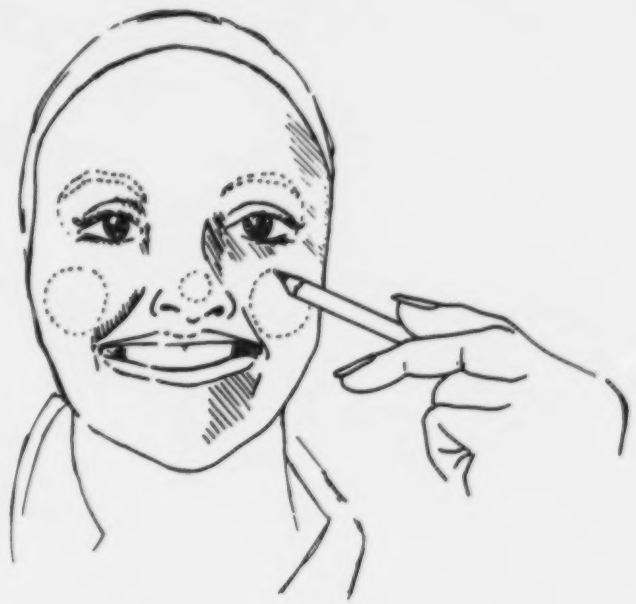
General Relating Skills
- Interact with clients/ customers

Cognitive Activities Skills
- Create a finished product
- Transfer knowledge/ training to new situations

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Deal effectively with customer/clients

1. Gather the materials needed.
2. Drape the client and pin the hair back with the clippies.
3. Sanitize hands.
4. With the eyebrow pencil, outline the desired eyebrows, nose, circle for the cheeks, and the mouth and beard region.

FIGURE 11



5. With the white grease paint, fill in the areas outside the outlined areas.

6. With the black grease paint, fill in the eyebrows, the beard area, and outline the eyes.

7. With the red grease paint, fill in the cheeks, the circle around the nose, and the mouth.

FIGURE 12

8. Sanitize implements, equipment and hands.

9. Sanitize work area.

10. Have instructor evaluate your work.

PRACTICAL TEST 1	APPLYING STAGE MAKEUP	VI

JOB SHEET 1

Stipple to create beard stubble.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered supplies.	____	____
2. Draped client.	____	____
3. Sanitized hands.	____	____
4. Applied foundation evenly.	____	____
5. Stippled beard and mustache area.	____	____
6. Dusted the face with powder.	____	____
7. Sanitized implements, equipment and hands.	____	____
8. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Stippling is uniform throughout beard area	4	3	2	1
Appears natural	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training
3 — Moderately skilled — Has performed job during training program; limited additional training may be required
2 — Limited skill — Has performed job during training program; additional training is required to develop skill
1 — Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 2	APPLYING STAGE MAKEUP	VI

JOB SHEET 2

Build a nose with nose putty and derma wax.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered supplies.	____	____
2. Draped client.	____	____
3. Sanitized hands.	____	____
4. Cleansed and dried skin.	____	____
5. Applied cleanser to fingers.	____	____
6. Kneaded putty until pliable.	____	____
7. Stuck putty to nose.	____	____
8. Molded putty into shape.	____	____
9. Blended the edges.	____	____
10. Applied derma wax.	____	____
11. Smoothed edges.	____	____
12. Applied grease paint.	____	____
13. Sanitized implements, equipment and hands.	____	____
14. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
No joint line at point of attachment (blended)	4	3	2	1
Structural formation	4	3	2	1
Natural and realistic	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training
3 — Moderately skilled — Has performed job during training program; limited additional training may be required
2 — Limited skill — Has performed job during training program; additional training is required to develop skill
1 — Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 3	APPLYING STAGE MAKEUP	VI

JOB SHEET 3

Make a prosthetic chin.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered supplies.	____	____
2. Draped client.	____	____
3. Sanitized hands.	____	____
4. Prepared moulage.	____	____
5. Brushed moulage onto skin.	____	____
6. Allowed moulage to dry.	____	____
7. Applied plaster bandages.	____	____
8. Had client lean forward and wiggle chin.	____	____
9. Removed moulage mold.	____	____
10. Mixed plaster and poured into mold.	____	____
11. Removed moulage from plaster.	____	____
12. Let plaster set.	____	____
13. Formed chin with clay.	____	____
14. Dusted clay with powder.	____	____
15. Painted latex on clay.	____	____
16. Removed latex.	____	____
17. Sanitized implements, equipment and hands.	____	____
18. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
No joint line at point of attachment	4	3	2	1
Smooth	4	3	2	1
Structural formation	4	3	2	1
Natural and realistic	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training
3 — Moderately skilled — Has performed job during training program; limited additional training may be required
2 — Limited skill — Has performed job during training program; additional training is required to develop skill
1 — Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 4	APPLYING STAGE MAKEUP	VI

JOB SHEET 4

Make a beard and mustache.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered supplies.	____	____
2. Draped client.	____	____
3. Sanitized hands.	____	____
4. Straightened and separated hair.	____	____
5. Applied spirit gum to upper lip.	____	____
6. Allowed spirit gum to get tacky.	____	____
7. Pressed hair to spirit gum.	____	____
8. Applied spirit gum to beard area.	____	____
9. Pressed hair to spirit gum.	____	____
10. Trimmed mustache.	____	____
11. Trimmed beard.	____	____
12. Sanitized implements, equipment and hands.	____	____
13. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Beard and mustache look natural and realistic	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training
3 — Moderately skilled — Has performed job during training program; limited additional training may be required
2 — Limited skill — Has performed job during training program; additional training is required to develop skill
1 — Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 5	APPLYING STAGE MAKEUP VI

JOB SHEET 5

Block out a section of hair.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered supplies.	____	____
2. Draped client.	____	____
3. Sanitized hands.	____	____
4. Applied soap to hair.	____	____
5. Dried soap.	____	____
6. Powdered the soaped area.	____	____
7. Applied spirit gum.	____	____
8. Applied derma wax.	____	____
9. Applied grease paint.	____	____
10. Sanitized implements, equipment and hands.	____	____
11. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Natural and realistic	4	3	2	1
Completely covered	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training
3 — Moderately skilled — Has performed job during training program; limited additional training may be required
2 — Limited skill — Has performed job during training program; additional training is required to develop skill
1 — Unskilled — Is familiar with process, but is unable to perform job

PRACTICAL TEST 6

APPLYING STAGE MAKEUP

VI

JOB SHEET 6

Create a clown with makeup.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered supplies.	____	____
2. Draped client.	____	____
3. Sanitized hands.	____	____
4. Outlined eyebrows, nose, cheeks, mouth, and beard region.	____	____
5. Filled in areas with white grease paint.	____	____
6. Filled in areas with black grease paint.	____	____
7. Filled in areas with red grease paint.	____	____
8. Sanitized implements, equipment and hands.	____	____
9. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Realistic	4	3	2	1
Makeup balanced	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training
3 — Moderately skilled — Has performed job during training program; limited additional training may be required
2 — Limited skill — Has performed job during training program; additional training is required to develop skill
1 — Unskilled — Is familiar with process, but is unable to perform job

WRITTEN TEST	APPLYING STAGE MAKEUP	VI

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with applying stage makeup to their correct definitions. Write the correct letters in the blanks.

_____1. The frame around something that is formed

_____2. The process of using a brush or sponge to create texture to makeup

_____3. Giving shape by pouring liquid into a mold and letting it harden

_____4. The distinct line between two colors

_____5. The product used to make imprints of a human feature

a. Cast
b. Demarcation
c. Mold
d. Moulage
e. Prosthetic
f. Stippling

OBJECTIVE 2

List four reasons for stippling.

1. _____
2. _____
3. _____
4. _____

OBJECTIVE 3

List in order the steps to use when modeling with paint.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____

7. _____

8. _____

OBJECTIVE 4 **Discuss the products used for three-dimensional makeup.**

- Derma wax_____

_____

- Eyebrow plastic_____

_____

- Gelatin_____

_____

- Latex_____

_____

- Nose putty_____

_____

- Putty wax_____

_____

- Spirit gum_____

_____

OBJECTIVE 5 **Arrange in order the steps for making prosthetic makeup.** Write a "1" in front of the first step, a "2" in front of the second and so on.

_____a. Allow the moulage to dry.

_____b. Remove the latex prosthetic.

_____c. Have the subject lean forward and move his/her facial muscles. Remove moulage.

_____d. Make a negative mold of the feature with plaster. Allow the plaster to dry.

_____e. Prepare the subject.

_____f. Remove moulage from plaster when it hardens.

_____g. Paint latex into the negative mold. Allow the latex to dry.

_____h. Prepare the moulage mixture.

_____i. Mix up plaster.

_____j. Model, with clay, the features to be made on the plaster mold.

_____k. Lay plaster bandages over the dry moulage to strengthen the mold.

_____l. Allow the plaster to set for several days to completely harden.

_____m. Make a positive plaster cast by pouring the plaster into the negative moulage mold.

_____n. Powder the dried latex in the mold.

_____o. Brush the mixture over the subject.

OBJECTIVE 6 **Describe the steps to making beards and mustaches.**

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

OBJECTIVE 7 **List six ways to change an actor's hair.**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

OBJECTIVE 8 **Discuss the areas of consideration for creating a likeness.**

- Hairline _____

  _____

- Forehead _____

  _____

- Eyebrows _____

  _____

- Nose _____

  _____

- Cheeks _____

  _____

- Mouth _____

  _____

- Chin_____

_____

- Jawline_____

_____

- Facial shape_____

_____

OBJECTIVE 9 **Describe a non-realistic character.**

_____

_____

_____

NOTICE The following job sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 10 **Demonstrate the ability to**

a. Stipple to create beard stubble. RATING _____

b. Build a nose with nose putty and derma wax. RATING _____

c. Make a prosthetic chin. RATING _____

d. Make a beard and mustache. RATING _____

e. Block out a section of hair. RATING _____

f. Create a clown with makeup. RATING _____

OBJECTIVE 1

1. c
2. f
3. a
4. b
5. d

OBJECTIVE 2

1. To add texture
2. To blend color
3. To add color
4. To cover prosthetic edges

OBJECTIVE 3

1. Select the paint colors before beginning.
2. Apply the medium color to the entire face evenly.
3. Apply the lighter color to the areas that are to be highlighted.
4. Blend the edges of the lighter color into the medium color.
5. Apply the darker color to the areas that are to be shadowed.
6. Blend the edges of the darker color into the medium color.
7. Stipple the blended areas for a better blend.
8. Lightly dust the face with a translucent powder to set the makeup.

OBJECTIVE 4

- Derma wax — Can be used with cotton, nose putty, or under latex to build up areas of the face.
- Eyebrow plastic — Can be used under various products to aid in the application of three-dimensional makeup.
- Gelatin — Mixed with hot water and alfalfa seeds can be made to look like moles, warts, or can be made into prosthetics.
- Latex — Can be mixed with cotton, tissue, cornmeal, or various products to create three-dimensional makeup.
- Nose putty — Can be used to build up the nose, chin, and other bony areas of the face. It can also be used under derma wax and latex to create different effects.
- Putty wax — Can be used with derma wax to create effects that are more adhesive than derma wax alone.
- Spirit gum — Used to adhere the three-dimensional makeup to the face.

OBJECTIVE 5

a. 4
b. 15
c. 6
d. 12
e. 1
f. 9
g. 13
h. 2
i. 7
j. 11
k. 5
l. 10
m. 8
n. 14
o. 3

OBJECTIVE 6

1. Prepare the hair to be used.
2. Apply spirit gum to the upper lip. When the spirit gum becomes tacky, press the hair to it with a lint-free cloth.
3. Apply spirit gum to the beard area and allow it to become tacky.
4. Place the hair and press it in place with a lint-free cloth.
5. Trim the mustache and beard to the appropriate length and shape.

OBJECTIVE 7

1. Have the actor's hair cut.
2. Have the actor's hair restyled.
3. Block out or soap out the actor's hair.
4. Grey the actor's hair.
5. Have the actor wear a hairpiece.
6. Have the actor wear a full wig.

OBJECTIVE 8

- Hairline — Compare the desired hairline to the actual hairline. Decide if the hair will have to be blocked out or if more hair is needed.
- Forehead — Determine the length and width of the desired forehead. Shadowing and highlighting may be needed to create a similar forehead.
- Eyebrows — Eyebrows may need to be blocked out, repositioned, or added to.
- Nose — The size of the nose should be observed. If the nose needs to be made bigger, you may need to add nose putty. If the nose needs to appear smaller, you should shadow it to make it look smaller.
- Cheeks — The position of the cheekbones and their prominence can be created by highlighting, shadowing, or by using putty wax to build up the area.
- Mouth — The shape and size of the mouth can be changed to look fuller or smaller by using foundation and lip liner to redesign the lips.

- Chin — The chin can be made larger by using putty wax or it can be made to look smaller by using shadows.
- Jawline — The jaw can be changed by using highlights and shadows to create similar jawlines.
- Facial shape — The general shape of the face can be changed by using highlights and shadows. Areas that need to be more prominent should be highlighted and those that need to be less prominent should be shadowed.

OBJECTIVE 9

A non-realistic character is one that is either non-human or an exaggerated human. The makeup for a non-realistic character can either be simple or elaborate depending on the effect that character is to have on the audience.

OBJECTIVE 10

Refer to Practical Test for Job Sheets 1 through 6.

OBJECTIVE SHEET	**PREPARING FOR STATE BOARD EXAMINATION**	VII

INTRODUCTION

After all the hours of training in skin care, you should be ready to take the State Board exam. This is your opportunity to use the knowledge you have gained during your training. You may feel a little nervous about the exam, but that is normal. Everyone gets anxious about things that are new to them. This unit should help ease some of your anxieties.

UNIT OBJECTIVE

After completing this unit, the student should be able to prepare for the State Board exam. The student will demonstrate this competency by completing an assignment sheet, job sheet, practical test and a written test with a minimum of 85 percent accuracy.

PREREQUISITE

Basic Facialist and *Facial Specialty*.

SPECIFIC OBJECTIVE

After completing this unit, the student should be able to:

1. Match terms associated with preparing for the State Board examination to their correct definitions.
2. Arrange in order the steps necessary to register for the State Board examination.
3. List the characteristics of a good State Board model.
4. List sources to use when reviewing for the State Board examination.
5. Select from a list ways to display professionalism at the State Board examination.
6. Name the items needed in a State Board kit.
7. Complete a State Board application for registration form. (Assignment Sheet 1)
8. Prepare a State Board kit. (Job Sheet 1)

PREPARATION

- Order materials to supplement the unit.

  NOTE: See suggested resources and unit references.

- Study the specific objectives to determine those to be covered in lecture presentations.
- Plan additional tasks to be covered in classroom presentations.
- Guest speakers.
  - — Invite a learning specialist to visit the class.
  - — Invite a State Board examinor or someone who was an examinator to speak to the class.

  NOTE: Provide guest speakers with unit objectives and information sheets before they meet with the class.

- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objectives 1 and 2

- Discuss the terms with the students.
- Make flash cards of the terms and have the students quiz each other.
- Have the students gather the materials needed to register for the State Board Examination, and use them for their actual registration.
- Use Handouts 1 and 3.
- Use Transparency 1.

Objective 3

- Discuss with the students what makes a good model.

- Have the students choose a classmate who would make a good model, and explain why the model is good.
- Hold a mock State Board with the models the students have chosen.

Objective 4

- Have review materials available for the students to use.
- Have a learning specialist visit the class and speak to them about various study skills the students can use to review for the exam.

Objectives 5 and 6

- Have the students discuss what they think professionalism is.
- Invite a State Board examinator to visit the class and discuss professionalism at State Board.
- Have the students discuss the effects of not preparing the State Board kit correctly.
- Use Handout 2.

APPLICATION

Objective 7

- Have the students do Assignment Sheet 1.

Objective 8

- Have the student do Job Sheet 1.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Practical test

- Give practical test.

  NOTE: The practical test is used with the job sheet.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.

- Evaluate students on product evaluation.

- Rate students on the criteria listed.

- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.

- Assign review materials as needed.

- Reteach and retest if necessary.

- Counsel students individually on practical test results, and explain the evaluator comments.

Written test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.

- Give the written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet and job sheet activities if not previously done.

- Reteach and retest if necessary.

- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

UNIT RESOURCES

- Oklahoma State Board of Cosmetology.
- *Oklahoma Cosmetology Law Rules and Regulations*, 1989.

EVALUATOR

Use the following answer key to determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3
2	4, 5
3	6, 7
4	8
5	9, 10
6	11, 12

ANSWER KEY

1. a	7. a
2. d	8. b
3. c	9. c
4. c	10. a
5. b	11. d
6. d	12. d

OBJECTIVE 7

Refer to Answers to Assignment Sheet 1.

OBJECTIVE 8

Refer to Practical Test for Job Sheet 1.

STATE BOARD USE ONLY)
EXAM. NOTICE MAILED _____
LICENSE APPL. MAILED _____
EXCUSED _____

OKLAHOMA
STATE BOARD OF COSMETOLOGY
2200 CLASSEN BLVD., SUITE 1530
OKLAHOMA CITY, OKLAHOMA 73106

(STATE BOARD USE ONLY)
RECEIPT NO. _____
DATE ISSUED _____
PERMIT MAILED _____

Date of examination _____ 19 ____ Written _____ % Practical _____ %

Application For Registration By Examination

Name _____ Mailing Address _____ (Street Number)
_____ Home Phone # _____ Business Phone # _____
(City) (State) (Zip)
and have completed/has completed _____ hours of training and study in the following cosmetology course _____
and does hereby make application to the Oklahoma State Board of Cosmetology for examination for licensing. Birthdate _____ S.S.# _____
I do hereby authorize the Oklahoma State Board of Cosmetology to release my examination grades to my school _____ (Operator)
(Signature of Applicant)
I _____ being first duly sworn upon oath, state that I am the person referred to in this application and that the statements and information contained herein are true in every respect.
_____
(Signature of Applicant)

Subscribed and sworn to before me this _____ day of _____ 19 ____

My commission expires _____

_____
Notary Public

SEAL

ATTACH CURRENT
2" X 3" FULL FACE PHOTO HERE
(NO OLDER THAN ONE YEAR)

PHOTO AFFIDAVIT FORM

I certify that the above is a photo of myself, the examination applicant, and that the approximate date photo was taken is

DATE OF PHOTO _____ 19 _____
and that the following description of applicant is true

Race _____ Native or _____
Height _____ Weight _____
Color of Eyes _____ Hair _____
Complexion _____ Age _____ Sex _____

_____
Signature of Applicant

ELIGIBILITY REQUIREMENTS

1. Applicant must be at least 17 years of age or a High School Graduate.
2. Applicant must have completed the Board's prescribed 1500 hour Basic Operator/Cosmetologist Course, the 1000 hour Instructor Course, or the 300 hour Manicurist or Facial Operator/Facialist Course, while being registered with the Board for said course, before taking examination. Applicant may pre-register for the examination within 100 hours of the completion of a course (April and May only).
3. Applicant must submit a current 2" x 3" full face photograph.
4. Applicant must submit $10.00 registration fee by m.o. or cashier's check. Personal checks are not accepted. Application must be received in the office of the Board at least thirty days before the date of examination.

ATTENTION:
SCHOOL AFFIDAVIT must be submitted with:
- Application to Register for Examination
- Pre-registration for Examination AND again upon Completion of Course.
- Proof of Completion of Review Hours (Said proof must be received at least 10 days before date of examination).

SCHOOL AFFIDAVIT

TO THE OKLAHOMA STATE BOARD OF COSMETOLOGY:

This is to certify that _____ was in regular attendance at _____
from _____ Month _____ Day _____ Year, to and including _____ Month _____ Day _____ Year
Number of hours completed in current school _____ Number of hours transferred _____ Total number of hours completed _____
A diploma was issued on _____ Month _____ Day _____ Year Final Examination Grade _____ %

CHECK COURSE
___ BASIC ___ MANICURIST
___ INSTRUCTOR ___ FACIALIST
___ REVIEW

_____
Signature of Instructor

_____
School Address

Subscribed and sworn to before me this _____ day of _____ 19 ____

My commission expires _____

_____
Notary Public

SEAL

BEST COPY AVAILABLE

OKLAHOMA STATE BOARD OF COSMETOLOGY

EXAMINATION NOTICE
FACIALIST

YOU ARE SCHEDULED TO APPEAR AT: DATE: _____

INN WEST
100 South Meridian
I-40 and Meridian
Oklahoma City Oklahoma 73108

TIME: 8:00 a.m.
(Absolutely no one admitted to examination room after 8:15 a.m.)

ENCLOSED PERMIT OR RECEIPT: MUST BE PRESENTED FOR ADMITTANCE TO THE EXAMINATION ROOM!

EXPIRED LICENSE APPLICANT: Required to take BOTH the WRITTEN and PRACTICAL PORTIONS of examination.

UNIFORM: APPLICANT MUST BE IN PROFESSIONAL TYPE UNIFORM.
(Professional top and neat washable pants are acceptable.)

SUPPLIES REQUIRED: (Supplies May Not Be Shared With Other Applicant[s]!)

Cleansing Cream

Emollient Cream

Cotton Balls or Pledgets

1 Makeup or Regular Cape (Minimum)

Spatula(s)

One Plastic Bag (for disposable items)

Astringent

Makeup Daytime Application (including eye makeup)

4 Towels (Minimum)

Appropriate Cleansing Tissue and/or Mitt

Head Band, Turban and/or Neck Strips (disposable)

INSTRUCTIONS:

- Each applicant for examination is required to bring a live model and must be prepared to apply Daytime Makeup.
- Model must be at least 16 years of age.
- Model should bring a sweater or light wrap for examination room.

MINIMUM PASSING SCORE: 75% ON EACH PORTION OF EXAMINATION
(Written and Practical)

COMPARISON OF STATE LICENSES FOR SKIN CARE

SKIN CARE: Most states include skin care as part of the regular cosmetology curriculum, with no special license required. Some states do have special licenses covering this type of service. The states having special licenses are listed below, with the requirements for such licenses indicated.

State	Formal Education	Entrance Age	Training	Exam	License Period	License Fee Orig. & Exam
Alabama	10th grade	16 years	1200 credit unit hours or 1500 clock hrs. or 3000 hours as apprentice	Yes	Sept. 30	$65.00
Alaska	N.A.	N.A.	350 hours	Yes		$125.00
Arizona	10th grade	None	600 hours	Yes	birthdate	$38.00
Arkansas	10th grade	16 years	600 hours	Yes	Dec. 31	$30.00
California	10th grade	17 years	600 hours of school or 1½ yrs. experience outside California	Yes	Continuous renewals	$21.00
Colorado	None	16 years	550 hours	Yes	March 31	$23.00
District of Columbia	8th grade or equivalent	16 years	1500 hours (8 months)	Yes	April 15 (biennially)	$50.00
Florida	None	16 years or H.S. diploma	1200 hours (7 months min.)	Yes	June 30	$70.00
Georgia	9th grade	16 years	750 hours in school or 1500 hours apprentice		Aug. 31 odd years	$75.00
Hawaii	12th grade	16 years	550 hours in school or 2000 hours apprentice	Yes	Dec. 31 odd years	$89.00
Kansas	H.S. G.E.D.	17 years	1000 hours in approved Cosmetology school	Yes	June 30	$15.00
Louisiana	10th grade	16 years	750 hours	Yes	March 1	$38.00
Maryland	8th grade	17 years	6 months apprentice or 300 hours	Yes	Oct. 31	$15.00
Massachusetts	8th grade	16 years	6 months including 300 hours in skin care	Yes	2 years, date of birth	$25.00
Minnesota	12th or G.E.D.	None	600 hours	Yes	Dec. 31 3 years	$24.00
Nevada	10th grade	18 years	600 hours in school	Yes	June 30, odd years	$55.00
Oklahoma	8th grade	16 years	300 hours	Yes	Month of birth	$32.50
Oregon	None	None	350 hours	No	1 year	$20.00
Pennsylvania	Please contact the board office for information.					
South Carolina	10th grade	16 years	450 hours	Yes	March 10	$45.00
Texas	7th grade	16 years	300 hours in not less than 8 weeks	Yes	2 years	$50.00
Utah	None	17 years	500 hours	Yes	Lifetime	$135.00
Nova Scotia	None	17 years	150 hours	Yes	Dec. 31	$40.00

Reprinted with permission from the National Beauty School Journal, Published by Milady Publishing Company (a division of Delmar) April, 1988.

NAME _____ SCORE _____

Match definitions to their terms by placing the correct letters in the blanks.

_____1. A person with specialized training in skin care is a/an:

a. Esthetician
b. Exemplify
c. License
d. Professionalism

_____2. The quality, aims, and conduct of a person that characterize an occupation is:

a. Esthetician
b. Exemplify
c. License
d. Professionalism

_____3. A document stating permission to perform an activity that would otherwise be unlawful is a/an:

a. Esthetician
b. Exemplify
c. License
d. Professionalism

_____4. To get an application to register for State Board, you must:

a. Write to State Board
b. Ask your State Board inspector
c. Ask your instructor
d. Ask the State Board registrar

_____5. The full face photo must be:

a. 8″ × 10″
b. 2″ × 3″
c. 5″ × 7″
d. 1″ × 2″

_____6. The youngest age a State Board model can be is:

a. 18
b. 14
c. 12
d. 16

_____7. Which of the following is NOT a characteristic of a good State Board model?

a. Skin is suntanned
b. Skin is free from blemishes
c. Model is not allergic to products
d. Model is dependable

_____8. Which of the following is NOT a source to use to review for the State Board examination?

a. Unit tests
b. Barbering textbooks
c. Cosmetology textbooks
d. State Board review books

_____9. What should you have ready for the examiner when entering the testing room?

a. Your registration form
b. Your application
c. Your identification
d. Your school registration

_____10. Which of the following does NOT display professionalism at State Board?

a. Wrinkled uniform
b. Clean polished shoes
c. Being on time
d. Being courteous

_____11. What item should be in the State Board kit to remove creams from their container?

a. Clippies
b. Neck strips
c. Towels
d. Spatulas

_____12. Which of the following items found in a State Board kit is NOT used to protect the model's hair?

a. Clippies
b. Plastic bag
c. Neck strip
d. Shampoo cape

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objectives.

OBJECTIVE 7 **Complete a State Board application for registration form.** SCORE _____

OBJECTIVE 8 **Prepare a State Board kit.** RATING _____

INFORMATION SHEET	PREPARING FOR STATE BOARD EXAMINATION	VII

OBJECTIVE 1

Match terms associated with preparing for the State Board examination to their correct definitions.

- **Esthetician** — A person with specialized training in skin care
- **Exemplify** — To be typical of something
- **License** — A document stating permission to perform an activity that would otherwise be unlawful
- **Professionalism** — The quality, aims, and conduct of a person that characterize an occupation

OBJECTIVE 2

Arrange in order the steps necessary to register for the State Board examination. (Transparency Master 1)

When you are getting down to your last few hours of training, you will need to start getting ready to register for the State Board examination. When you have completed your hours, get with your instructor about sending in your registration. When the State Board receives your application, they will send you a letter with the date of your examination and will also send you a temporary work permit. The work permit will allow you to work until you get the results of your examination.

STEPS TO REGISTERING FOR STATE BOARD EXAMINATION

1. Get an application of registration from your instructor.
2. Fill out the application being sure to fill in every blank possible.
3. Get a 2" by 3" recent full face photo of yourself.
4. Attach the photo to the registration form in the space provided.
5. Fill in the space on the registration form for the date of the photo.
6. Get a money order or cashier's check in the amount of the registration fee.
7. Attach the money order or cashier's check to the application.

8. Sign the application in the presence of a notary public.

9. Have the notary public sign and notarize the application.

10. Give the application to your instructor to complete.

OBJECTIVE 3 **List the characteristics of a good State Board model.**

- The model must be at least 16 years of age.
- The model's skin should be free from blemishes.
- The model's skin should be free from any skin diseases or disorders.
- Make sure that the model is not allergic to any facial products or makeup.
- Make sure the model is dependable and will not back out at the last minute.

  NOTE: Many people have to look for a new model at the last minute because their original model changed their mind about going.

OBJECTIVE 4 **List sources to use when reviewing for the State Board examination.**

- Unit pretest from *Basic Facialist* and from *Facial Specialty*
- Unit written test from *Basic Facialist* and from *Facial Specialty*
- Other tests from your instructor
- Review tests in the back of facial textbooks
- State Board Esthetician review books
- Review questions on facials in a cosmetology textbook

OBJECTIVE 5 **Select from a list ways to display professionalism at the State Board examination.**

- Show up for the examination in a clean, pressed uniform.
- Wear clean, polished uniform shoes.

- Have your hair and makeup fixed in such a way as to exemplify the beauty profession.
- Be on time for the examination.
- Have your kit complete.
- Have your identification ready for the exam.
- Do not gossip about your school or other students taking the examination.
- When you are through with each category of the test, clean up your work area and put your materials away neatly.
- Follow safety and sanitary rules at all times.
- Be courteous to others taking the exam. Remember they are just as nervous as you are.
- Do not watch the other students. Everyone is taught differently and there may be more than one right way. Perform all procedures the way you learned them.

OBJECTIVE 6

Name the items needed in a State Board kit.

- Neck strips
- Plastic bag (to cover the hair)
- Cotton balls or pledgets
- Shampoo cape
- Spatulas
- Cleansing cream
- Astringent
- Clippies
- Plastic baggies (for used cotton towels and tissues)
- Towels (at least 4)
- Makeup sponges
- Cleansing tissues or mitts
- Emollient cream
- Moisturizer
- Single application bottles
- Makeup brushes
- Foundation makeup
- Eye shadow
- Mascara
- Lip liner

- Translucent loose powder
- Blush
- Eye liner
- Lipstick

Oklahoma State Board Registration

STATE BOARD USE ONLY)
LICENSE NOTICE MAILED
LICENSE APPL. MAILED
LICENSED

OKLAHOMA
STATE BOARD OF COSMETOLOGY
2200 CLASSEN BLVD., SUITE 1530
OKLAHOMA CITY, OKLAHOMA 73106

(STATE BOARD USE ONLY)
RECEIPT NO.
DATE ISSUED
PERMIT MAILED

Date of examination _____ 19 ____ Written _____ % Practical _____ %

Application For Registration By Examination

Name Jane Hair Mailing Address 2200 Classen Blvd.
Oklahoma City, Oklahoma 73106 Home Phone # 521-2441 Business Phone # 521-2442
City Zip Street Number
and have completed 300 hours of training and study in the following cosmetology course Facial Operator
and does hereby make application to the Oklahoma State Board of Cosmetology for examination for licensing. Birthdate 2/2/22 S.S.# 555-55-5555

I do herein authorize the Oklahoma State Board of Cosmetology to release my examination grades to my school _____ Optional
Signature of Applicant

Jane Hair being first duly sworn upon oath, state that I am the person referred to in the application and that the statements and information contained herein are true in every respect.

Jane Hair
Signature of Applicant

Subscribed and sworn to before me this 7th day of June 19 91

My commission expires 8/21/95

Sandra Notary
Notary Public

2" X 3" PHOTO HERE
(NO EARS)

PHOTO AFFIDAVIT FORM

I certify that the above is a photo of myself, the examination applicant, and that the approximate date photo was taken is

DATE OF PHOTO 2/15 19 90

and that the following description of applicant is true

Race American Indian Native of United States
Height 5'7" Weight 120
Color of Eyes Brown Hair Black
Complexion olive Age 69 Sex Female

Jane Hair
Signature of Applicant

ELIGIBILITY REQUIREMENTS

1. Applicant must be at least 17 years of age or a High School Graduate.
2. Applicant must have completed the Board's prescribed 1500 hour Basic Operator Cosmetologist Course, the 1000 hour Instructor Course, or the 300 hour Manicurist or Facial Operator/Facialist Course, while being registered with the Board for said course, before taking examination. Applicant may pre-register for the examination within 100 hours of the completion of a course (April and May only).
3. Applicant must submit a current 2" x 3" full face photograph.
4. Applicant must submit $10.00 registration fee by m.o. or cashier's check. Personal checks are not accepted. Application must be received in the office of the Board at least thirty days before the date of examination.

ATTENTION:
SCHOOL AFFIDAVIT must be submitted with:
- Application to Register for Examination
- Pre-registration for Examination AND again upon Completion of Course
- Proof of Completion of Review Hours (Said proof must be received at least 10 days before date of examination)

SCHOOL AFFIDAVIT

TO THE OKLAHOMA STATE BOARD OF COSMETOLOGY

This is to certify that Jane Hair was in regular attendance at Cosmetology School
from December Month 3 Day 1990 Year to and including March Month 16 Day 1991 Year
Number of hours completed in current school 300 Number of hours transferred N/A Total number of hours completed 300
A diploma was issued on March Month 16 Day 1991 Year Final Examination Grade 98 %

CHECK COURSE
___ BASIC ___ MANICURIST
___ INSTRUCTOR X FACIALIST
___ REVIEW

Mary Teacher
Signature of Instructor

1900 Classen Blvd.
School Address

Subscribed and sworn to before me this 7th day of June 19 91

My commission expires 8/21/95

Sandra Notary
Notary Public

SEAL

TRANSPARENCY MASTER 1 - Facial Specialty
VII - 23

BEST COPY AVAILABLE

NAME _____ SCORE _____

OBJECTIVE 7 **Complete a State Board application for registration form.**

Functional Writing Skills
- Complete forms and records

Job Acquisition/ Development Skills
- Complete job-related applications

STATE BOARD USE ONLY

CARD NOTICE MAILED _____
LICENSE APPL MAILED _____
FEE PAID _____

OKLAHOMA
STATE BOARD OF COSMETOLOGY
2200 CLASSEN BLVD., SUITE 1530
OKLAHOMA CITY, OKLAHOMA 73106

STATE BOARD USE ONLY

RECEIPT NO. _____
DATE RECEIVED _____
APPROVED _____

Date of examination _____ 19 ____ Written _____ % Practical _____ %

Application For Registration By Examination

Name _____ Mailing Address _____ Home Number _____
Home Phone # _____ Business Phone # _____
City _____ State _____ Zip _____
I have completed the curriculum of _____ hours of training and study in the following cosmetology course _____
and does hereby make application to the Oklahoma State Board of Cosmetology for examination for licensing. Birthdate _____ S.S.# _____
do hereby authorize the Oklahoma State Board of Cosmetology to release my examination grades to my school _____ (Optional)
_____ Signature of Applicant
_____ being first duly sworn upon oath, state that I am the person referred to in the application and that the statements
and information contained herein are true in every respect.
_____ Signature of Applicant

Subscribed and sworn to before me this _____ day of _____ 19 ____
My commission expires _____
_____ Notary Public

SEAL

ATTACH CURRENT
2" X 3" FULL FACE PHOTO HERE
(NO OLDER THAN ONE YEAR)

PHOTO AFFIDAVIT FORM

I certify that the above is a photo of myself, the examination applicant, and that the appropriate date photo was taken is

DATE OF PHOTO _____ 19 ____
and that the following description of applicant is true

Race _____ Nativity _____
Height _____ Weight _____
Color of Eyes _____ Hair _____
Complexion _____ Age _____ Sex _____

_____ Signature of Applicant

ELIGIBILITY REQUIREMENTS

1. Applicant must be at least 17 years of age or a High School Graduate.
2. Applicant must have completed the Board's prescribed 1500 hour Basic Operator Cosmetologist Course, the 1000 hour Instructor Course or the 360 hour Manicurist or Facial Operator/Assistant Course, which being registered with the Board for said course, before taking examination. Applicant may pre-register for the examination within 100 hours of the completion of a course. (Apprentice and Mass Only).
3. Applicant must submit a current 2" x 3" full face photograph.
4. Applicant must submit $10.00 registration fee by M.O. or student's check. Personal checks are not accepted. Application must be received in the office of the Board at least thirty days before the date of examination.

ATTENTION
SCHOOL AFFIDAVIT must be submitted with:
- Application to Register for Examination
- Pre-registration for Examination AND proof upon Completion of Course
- Proof of Completion of Review Hours. Said proof must be received at least 15 days before date of examination.

SCHOOL AFFIDAVIT

TO THE OKLAHOMA STATE BOARD OF COSMETOLOGY

This is to certify that _____ was in regular attendance at _____
from _____ Month ____ Day ____ Year to and including _____ Month ____ Day ____ Year
Number of hours completed in current school _____ Number of hours transferred _____ Total number of hours completed _____
A diploma was issued on _____ Month ____ Day ____ Year. Final Examination Grade _____ %

CHECK COURSE
____ BASIC ____ MANICURIST
____ INSTRUCTOR ____ FACIALIST
____ REVIEW

_____ Signature of Instructor
_____ School Address

Subscribed and sworn to before me this _____ day of _____ 19 ____
My commission expires _____
_____ Notary Public

SEAL

BEST COPY AVAILABLE

ASSIGNMENT SHEET 1

Each blank above the affidavit should be filled in with the exception of the notary information and signature.

(STATE BOARD USE ONLY)
EXAM NOTICE MAILED _____
LICENSE APPL. MAILED _____
ENDORSED _____

OKLAHOMA
STATE BOARD OF COSMETOLOGY
2200 CLASSEN BLVD., SUITE 1530
OKLAHOMA CITY, OKLAHOMA 73106

(STATE BOARD USE ONLY)
RECEIPT NO. _____
DATE ISSUED _____
PERMIT MAILED _____

Date of examination _____, 19 ____ Written _____% Practical _____%

Application For Registration By Examination

Name Jane Hair Mailing Address 2200 Classen Blvd.
Oklahoma City, Oklahoma 73106 Home Phone # 521-2441 Business Phone # 521-2442
City State Zip Street Number

am now completed has completed 300 hours of training and study in the following cosmetology course Facial Operator

and does hereby make application to the Oklahoma State Board of Cosmetology for examination for licensing. Birthdate 2/2/22 S.S.# 555-55-5555

I do hereby authorize the Oklahoma State Board of Cosmetology to release my examination grades to my school _____ (Optional)
Signature of Applicant

I, Jane Hair being first duly sworn upon oath, state that I am the person referred to in this application and that the statements and information contained herein are true in every respect.

Jane Hair
Signature of Applicant

Subscribed and sworn to before me this 7th day of June 19 91

My commission expires 8/21/95

Sandra Notary
Notary Public

2" X 3" PHOTO HERE
(NO [illegible] YEAR)

PHOTO AFFIDAVIT FORM

I certify that the above is a photo of myself, the examination applicant, and that the approximate date photo was taken is

DATE OF PHOTO 2/15 19 90

and that the following description of applicant is true

Race American Indian Native of United States
Height 5'7" Weight 120
Color of Eyes Brown Hair Black
Complexion olive Age 69 Sex Female

Jane Hair
Signature of Applicant

ELIGIBILITY REQUIREMENTS

1. Applicant must be at least 17 years of age or a High School Graduate.
2. Applicant must have completed the Board's prescribed 1500 hour Basic Operator Cosmetologist Course, the 1000 hour Instructor Course, or the 300 hour Manicurist or Facial Operator/Facialist Course, while being registered with the Board for said course, before taking examination. Applicant may pre-register for the examination within 100 hours of the completion of a course (April and May only).
3. Applicant must submit a current 2" x 3" full face photograph.
4. Applicant must submit $10.00 registration fee by m.o. or cashier's check. Personal checks are not accepted. Application must be received in the office of the Board at least thirty days before the date of examination.

ATTENTION:
SCHOOL AFFIDAVIT must be submitted with:
- Application to Register for Examination
- Pre-registration for Examination AND again upon Completion of Course.
- Proof of Completion of Review Hours (Said proof must be received at least 10 days before date of examination)

SCHOOL AFFIDAVIT

TO THE OKLAHOMA STATE BOARD OF COSMETOLOGY

This is to certify that Jane Hair was in regular attendance at Cosmetology School
from December Month 3 Day 1990 Year, and graduating March Month 16 Day 1991 Year
Number of hours completed in current school 300 Number of hours transferred N/A Total number of hours completed 300
A diploma was issued on March Month 16 Day 1991 Year Final Examination Grade 98 %

CHECK COURSE
___ BASIC ___ MANICURIST
___ INSTRUCTOR X FACIALIST
___ REVIEW

Mary Teacher
Signature of Instructor

1900 Classen Blvd.
School Address

Subscribed and sworn to before me this 7th day of June 19 91

My commission expires 8/21/95

Sandra Notary
Notary Public

SEAL

JOB SHEET 1	PREPARING FOR STATE BOARD EXAMINATION	VII

OBJECTIVE 8

Prepare a State Board kit.

IMPLEMENTS, EQUIPMENT AND SUPPLIES

- Neck strips
- Plastic bags (6)
- Cotton balls or pledgets
- Shampoo cape
- Spatulas (4)
- Makeup brushes
- Kit
- Clippies
- Plastic baggies
- Towels (5)
- Cleansing tissues
- Single application bottles (4)
- Makeup sponges
- Cleansing cream
- Astringent
- Foundation makeup
- Eyeshadow
- Mascara
- Lip liner
- Emollient cream
- Moisturizer
- Translucent loose powder
- Blush
- Eyeliner
- Lipstick

PROCEDURE

Job Acquisition/ Development Skills
- Master specific job task/procedure
- Develop good work habits

1. Gather the materials and supplies.
2. Gather the foundation, translucent powder, eyeshadow, eyeliner, mascara, blush, lip liner, lipstick, makeup brushes, and makeup sponges and place in a plastic bag.
3. Fold the bag and place in the kit.
4. Put the cleansing cream, emollient cream, astringent, and moisturizer in the individual single application bottles.
5. Put the bottles into a plastic bag and fold the bag. Place the bag in the kit.

6. Put the cotton balls, cleansing tissues, spatulas, and plastic baggies in a plastic bag, fold the bag and put it into the kit.

7. Fold the towels and lay them in the kit.

8. Fold the shampoo cape and lay it in the kit.

9. Put the neck strips and clippies into the plastic bag for the hair. Fold the bag and put it into the kit.

10. Have instructor evaluate your work.

PRACTICAL TEST 1	PREPARING FOR STATE BOARD EXAMINATION	VII

JOB SHEET 1

Prepare a State Board kit.

STUDENT'S NAME _____ DATE _____

EVALUATOR'S NAME _____ ATTEMPT NO. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student	YES	NO
1. Gathered supplies.	____	____
2. Gathered makeup and put in plastic bag.	____	____
3. Placed bag in kit.	____	____
4. Put skin care products in bottles.	____	____
5. Put skin care bag into kit.	____	____
6. Put bag with cotton, cleansing tissues, spatulas, and baggies in kit.	____	____
7. Folded towels and placed them in kit.	____	____
8. Folded shampoo cape and placed in kit.	____	____
9. Put neck strips, clippies in bag and put in kit.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria

	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Kit is complete and orderly	4	3	2	1
All materials present	4	3	2	1

EVALUATOR'S COMMENTS

_____

_____

_____

AVERAGE RATING

Evaluator Note: To obtain an average rating for the competency profile total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 — Skilled — Can perform job with no additional training
3 — Moderately skilled — Has performed job during training program; limited additional training may be required
2 — Limited skill — Has performed job during training program; additional training is required to develop skill
1 — Unskilled — Is familiar with process, but is unable to perform job

PREPARING FOR STATE BOARD EXAMINATION

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with preparing for the State Board examination to their correct definitions. Write the correct letters in the blanks.

_____1. To be typical of something

_____2. The quality, aims, and conduct of a person that characterize an occupation.

_____3. A document stating permission to perform an activity that would otherwise be unlawful.

a. Esthetician

b. Exemplify

c. License

d. Professionalism

OBJECTIVE 2

Arrange in order the steps necessary to register for the State Board examination. Write a "1" in front of the first step, a "2" in front of the second step and so on.

_____a. Attach the money order or cashier's check to the application.

_____b. Attach the photo to the registration form in the space provided.

_____c. Get a money order or cashier's check in the amount of the registration fee.

_____d. Get an application of registration from your instructor.

_____e. Give the application to your instructor to complete.

_____f. Fill out the application, being sure to fill in every blank possible.

_____g. Sign the application in the presence of a notary public.

_____h. Fill in the space on the registration form for the date of the photo.

_____i. Have the notary public sign and notarize the application.

_____j. Get a 2" by 3" recent full face photo of yourself.

OBJECTIVE 3 **List the characteristics of a good State Board model.**

- _____
- _____
- _____
- _____
- _____

OBJECTIVE 4 **List sources to use when reviewing for the State Board examination.**

- _____
- _____
- _____
- _____
- _____
- _____

OBJECTIVE 5 **Select from a list ways to display professionalism at the State Board examination.** Write an "X" in the blank before each correct answer.

_____1. Wear jeans to the examination in order to appear casual.

_____2. Be on time for the examination.

_____3. Discuss with others good and bad points about your school and about other students taking the exam.

_____4. Have your identification ready for the exam.

_____5. Don't rush to be on time. As long as you are no more than 20 minutes late, no one will care.

_____6. Have your kit complete.

_____7. Have your hair and makeup fixed in such a way as to exemplify the beauty profession.

_____8. Wear clean, polished uniform shoes.

_____9. Don't worry about what you wear, as long as it won't hurt to get it dirty.

_____10. Leave supplies out where others can use them.

_____11. Follow safety and sanitary rules at all times.

_____12. When you are through with each category of the test, clean up your work area and put your materials away.

_____13. Show up in a clean, pressed uniform.

_____14. Warn others about certain parts of the exam.

_____15. Be courteous to others taking the exam. Remember they are just as nervous as you are.

_____16. Watch others take their exam to learn new ways of doing things.

OBJECTIVE 6

Name the items needed in a State Board kit.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NOTICE

The following assignment sheet and job sheet are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 7

Complete a State Board application for registration form. SCORE _____

OBJECTIVE 8

Prepare a State Board kit. RATING _____

OBJECTIVE 1

1. b
2. d
3. c

OBJECTIVE 2

a. 7
b. 4
c. 6
d. 1
e. 10
f. 2
g. 8
h. 5
i. 9
j. 3

OBJECTIVE 3

- The model must be at least 16 years of age.
- The model's skin should be free from blemishes.
- The model's skin should be free from any skin diseases or disorders.
- Make sure the model is not allergic to any facial products or makeup.
- Make sure the model is dependable and will not back out at the last minute.

OBJECTIVE 4

- Unit pretests from *Basic Facialist* and *Facial Specialty*
- Unit written test from *Basic Facialist* and *Facial Specialty*
- Other tests from your instructor
- Review tests in the back of facial textbooks
- State board esthetician review books
- Review questions on facials in cosmetology textbook

OBJECTIVE 5

2, 4, 6, 7, 8, 11, 12, 13, 15

OBJECTIVE 6

- Neck strips
- Plastic bag
- Cotton balls or pledgets
- Shampoo cape
- Spatulas
- Cleansing cream
- Astringent
- Clippies
- Plastic baggies (for used cotton, towels, and tissues)

- Towels
- Cleansing tissues or mitts
- Emollient cream
- Moisturizer
- Single application bottles
- Makeup brushes
- Makeup sponges
- Foundation makeup
- Eye shadow
- Mascara
- Lip liner
- Translucent loose powder
- Blush
- Eye liner
- Lipstick

OBJECTIVE 7 Refer to Answers to Assignment Sheet 1.

OBJECTIVE 8 Refer to Practical Test for Job Sheet 1.